

SOCIAL EDUCATION

OFFICIAL JOURNAL, NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Editor's Page: Freedom of Conscience	Lewis Paul Todd	3
--	-----------------	---

ARTICLES

Eight Advantages of the Core Organization	Harris Harvill	4
Inexpensive Books for the Social Studies Library	Ray E. Kehoe	7
Recent Supreme Court Decisions: Racial Discrimination	Isidore Starr	10
Vernon Louis Parrington and <i>Main Currents in American Thought</i>	Sidney I. Roberts	21
Ideology and Foreign Policy	Carl Hamburg	25
A Check List for Current Affairs, 1953-1954	Martha Jane Kennedy	29
Biography in the Social Studies: Changing Concepts	Ralph A. Brown and Marian R. Brown	30

ELEMENTARY AND JUNIOR HIGH SCHOOL SECTION

Creating a Learning Situation	Jean F. Hamilton	15
The World Meeting	Anna L. Waldow	18

REGULAR DEPARTMENTS

Notes and News		33
Pamphlets and Government Publications	Manson Van B. Jennings	35
Sight and Sound in Social Studies	William H. Hartley	38
Book Reviews		41
Publications Received		48

SOCIAL EDUCATION is indexed in EDUCATION INDEX

PUBLISHED BY THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES
IN COLLABORATION WITH THE AMERICAN HISTORICAL ASSOCIATION

Now Ready . . .

SOCIAL STUDIES CURRICULUM SERIES

- | | |
|--|--------|
| No. 4 SOCIAL EDUCATION OF YOUNG CHILDREN:
Kindergarten-Primary Grades | \$1.50 |
| No. 5 SOCIAL STUDIES FOR OLDER CHILDREN:
Programs for Grades Four, Five, and Six | \$2.00 |
| No. 6 SOCIAL STUDIES FOR YOUNG ADOLESCENTS:
Programs for Grades Seven, Eight, and Nine | \$1.50 |
| No. 7 SOCIAL STUDIES IN THE SENIOR HIGH SCHOOL:
Programs for Grades Ten, Eleven, and Twelve | \$2.00 |
| No. 8 SOCIAL STUDIES IN THE COLLEGE:
Programs for the First Two Years | \$2.00 |

These bulletins identify major problems and trends at the various grade levels; report descriptions of practices in a number of school systems; and offer a variety of suggestions, including methods of approach, for the social studies curriculum at the five levels.

These helpful publications will aid teachers and supervisors with curriculum problems from kindergarten through junior college.

To secure these bulletins write

National Council for the Social Studies

1201 Sixteenth Street, N.W., Washington 6, D.C.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

OFFICERS, 1954

President

DOROTHY MCCLURE FRASER, The City College, N.Y.

First Vice-President

EDWIN R. CARR, University of Colorado

Second Vice-President

HELEN MCCracken CARPENTER, State Teachers College, Trenton, N.J.

Editor

LEWIS PAUL TODD, Washington, D.C.

Executive Secretary

MERRILL F. HARTSHORN, Washington, D.C.

Directors

JULIAN C. ALDRICH, New York University
JACK ALLEN, George Peabody College for Teachers
HARRY BERG, Michigan State University
WILLIAM H. CARTWRIGHT, Duke University
ELMER J. DEAN, Savannah (Ga.) State College
JOHN H. HAEFNER, University H.S., University of Iowa
EUNICE JOHNS, Horace Mann School, Gary, Indiana
LORETTA KLEE, Ithaca (N.Y.) Public Schools
ROBERT LAFOLLETTE, Ball State Teachers College, Indiana
JOHN MICHAELIS, University of California at Berkeley
ROBERT H. REID, National Education Association, Washington, D.C.
MYRTLE ROBERTS, Woodrow Wilson H.S., Dallas, Texas
RUTH M. ROBINSON, Cleveland Public Schools
ALICE W. SPIESEKE, Teachers College, Columbia University

SOCIAL EDUCATION

Pamphlets Editor

MANSON VAN B. JENNINGS
Teachers College,
Columbia University

EDITOR

LEWIS PAUL TODD

Business Manager

MERRILL F. HARTSHORN
1201 16th Street, N.W.
Washington 6, D.C.

Audio-Visual Editor

WILLIAM H. HARTLEY
State Teachers College
Towson, Maryland

Executive Board

ERLING M. HUNT, Chairman, Columbia University
ELSIE M. BECK, Detroit Public Schools
WILLIAM B. FINK, Oneonta (N.Y.) Teachers College
ROYCE H. KNAPP, University of Nebraska
ROBERT E. RIEGEL, Dartmouth College
BOYD C. SHAFER, American Historical Association

STELLA KERN, Chicago Public Schools
J. R. SKRETTING, University of North Carolina
CLARENCE WOODROW SORESENSEN, Illinois State Normal University
EDITH WEST, University High School, Minneapolis

Advisory Board

RUTH ANDERSEN, Norwich (Conn.) Free Academy
LOUISE BLANCHARD, St. Petersburg (Fla.) Public Schools
HENRY C. BORGER, Clark University, Worcester, Mass.
MAUDE J. BROYLES, West Virginia State Department of Education
HARRIS L. DANTE, Kent State University, Ohio
NELDA DAVIS, Houston (Texas) Public Schools
ELMER J. DEAN, Savannah (Ga.) State College
EVELYN JOHNSON, North Carolina College
EDWARD T. LADD, Yale University
MOE FRANKEL, East Orange (N.J.) Public Schools
RICHARD E. GROSS, The Florida State University, Tallahassee
OLE SAND, Wayne University, Detroit, Michigan
MARGUERITE SKILLING, Boone (Iowa) Public Schools

ISIDORE STARR, Brooklyn (N.Y.) Technical High School
EMLYN D. JONES, Seattle (Wash.) Public Schools
JONATHAN MCLENDON, Duke University
WALTER H. MOHR, George School, Pennsylvania
EDITH STOLBERG, Webster Groves (Mo.) Public Schools
ELMER PFLEGER, Detroit Public Schools
DURWARD PRUDEN, New York University
LAURA M. SHUFFELT, Hudson (N.Y.) High School
NAOMI RINEHART, Cleveland Heights (Ohio) Public Schools
STANLEY WRONSKI, Boston University
FREDERICK H. STUTZ, Cornell University, Ithaca, N.Y.
LEONARD A. VITCHA, Cleveland (Ohio) Public Schools
HOWARD WHITE, Miami University, Oxford, Ohio
MARY C. WILSON, Lincoln Parish Schools, Louisiana

SOCIAL EDUCATION is published by the National Council for the Social Studies in collaboration with the American Historical Association. It does not accept responsibility for the views expressed in articles, reviews, and other contributions that appear in its pages. It provides opportunities for the publication of materials that may represent divergent ideas, judgments, and opinions.

The National Council for the Social Studies is the Department of Social Studies of the National Education Association of the United States. Membership is open to any person or institution interested in teaching the social studies. Each member receives the yearbook, a subscription

to SOCIAL EDUCATION, and occasional other publications for \$5.00 annual dues. For further information, write to the Executive Secretary, 1201 Sixteenth Street N.W., Washington 6, D.C.

Editorial office: 1201 Sixteenth Street N.W., Washington 6, D.C. Correspondence in regard to manuscripts and reviews should be addressed to the Editor. Correspondence in regard to advertising should be addressed to the Business Manager.

Subscription without membership is \$4.00 a year; single copies 50 cents. Address SOCIAL EDUCATION, 1201 Sixteenth St. N.W., Washington 6, D.C.

Copyright, 1954, by the National Council for the Social Studies

Published monthly except June, July, August, and September at 1201 Sixteenth Street N.W., Washington 6, D.C., by the National Council for the Social Studies. Entered as second-class matter December 29, 1936, at the post office at Washington, D.C., and Menasha, Wisconsin, under the act of March 3, 1879. Accepted for mailing at special rate of postage provided for in the act of February 28, 1925. Printed in the U.S.A.

Pupils enjoy making relief models from

ARTCO RUBBER MOLDS AND MAP MIX

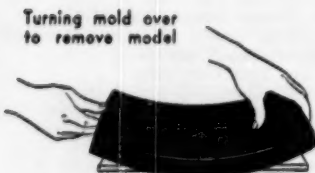
Child learns faster with RELIEF MODELS



Pouring
Map Mix
into Rubber
Mold



Leveling off
Map Mix
with ruler



Turning mold over
to remove model

From Artco rubber molds the pupil can make relief models of the United States, North America, South America, Palestine, using Artco Map Mix—a material especially developed for this purpose. When finished the Artco relief model has a hard, smooth, white surface which will take poster paint, crayon, oil or water color. Either brushes or pencils may be used for coloring. Any child will learn easily and effectively from this simple laboratory method.

Making relief models from Artco Rubber Molds and Map Mix constitutes a visual aid system plus laboratory work for use in geography, physical feature, social study and other courses, endorsed and recommended by leading geography teachers. It is alluring work for the pupil who quickly achieves a graphic visualization of topographical features possible in no other way.

Artco Rubber Molds are made from original patterns formed by a competent cartographer.

Write for four-page illustrated
folder giving complete infor-
mation and the comments of
leading educators.

Mail Coupon NOW

ART CHEMICAL PRODUCTS, INC.

Huntington, Indiana

Please send without obligation 4-page illustrated folder telling all about your rubber molds and map mix and the simple steps in making relief models from them. Also send prices of rubber molds and map mix and full details for ordering.

NAME

STREET

CITY ZONE STATE

ART CHEMICAL PRODUCTS, INC. Huntington, Indiana

Editor's Page

FREEDOM OF CONSCIENCE

YOU cannot even collect your thoughts nowadays, without being accused of unlawful assembly," Charles A. Beard is reported to have said to a group of students during the hysterical months just after World War I. The reporter, Agnes E. Meyer, quoted the famous historian in the course of a speech on the subject of "Freedom of Conscience" that she recently gave before a group of public school teachers in New York's Carnegie Hall. The point she was making at the moment was that "Freedom never has been and never will be so secure that it can be taken for granted."

But the larger issue about which she was concerned was the clear and present threat to freedom that confronts us NOW. By now, the speaker meant today—today and the tomorrows just ahead. We are faced, in Mrs. Meyer's own words, with "both a world fascist and a communist movement to discredit the most sacred traditions of Western humanism, and to destroy the very soul of our European and American traditions."

Charles Malik, the Ambassador of Lebanon, put it this way in a talk at Harvard University: "A rebellion has arisen all over the world, including the West itself, against this soul: a militant rejection of spiritual autonomy, a subordination of truth and being to interest and force, a contempt for all given fixed norms, a denial of anything transcendent, eternal, full of life and truth. If this many-headed radical rebellion is going to emerge triumphant or even slightly comforted, I fear the West will have doomed itself."

IF MRS. MEYER has her way, the West will not doom itself. She has long been noted for her able and courageous defense of what she has variously referred to as "the cherished freedoms," the "soul" of democracy, "the most sacred traditions of Western humanism." When she speaks, she commands respect, for from rich experience she can and does speak with authority. A journalist in her own right and part owner of *The Washington Post*, one of the most in-

fluential newspapers in the nation's capital, she has at different times been appointed to positions of high responsibility in the national government, including membership on President Truman's Commission on Higher Education.

The speech she made last February in Atlantic City before the annual convention of school administrators was headlined in newspapers all over the country. And small wonder, for in that speech she not only struck out against those who were attacking teachers but, in her customary forthright manner, added the dire prediction that this would prove to be only the first in a series of attacks that would be broadened to include clergymen. Events of the past year have proved her right.

In her Carnegie Hall speech of October 23, 1953, Mrs. Meyer reviewed the attacks upon the clergy and the churches that had developed during the past year. Such attacks, she pointed out, "are a new experience in America. Hence such attacks appear even more shocking than the recent attempts to tyrannize over our educators. I warn all freedom-loving groups—indeed all the American people—that the ugly threat to our freedoms . . . if not checked within our country could become just as dangerous as the external challenge of Communist Russian imperialism. Let us remember that when Britain levied a tax of 3 pence upon tea, the American colonists dumped the next import of tea into Boston Harbor. And Madison, the father of our Constitution, warned the colonies that they must not wait to be crushed but must rebel at the very first threat of tyranny, however slight. The time has now come for us Americans of today to recognize in the serious efforts of domination rising in our country that our liberties are imperiled. Before it is too late we must fight with all our might against the demagogic attempts to create religious disunity, prejudice, and distrust of our wisest leaders. Therefore I call upon the American people to be more alert, more practical, and more united in their efforts to translate their liberal ideals into action. Let us never forget that

(Concluded on page 14)

Eight Advantages of the Core Organization

Harris Harvill

SO YOU are writing an article on the core curriculum," said the Korean veteran, an army officer and former teacher, as he settled himself comfortably in the office of his friend, the college professor. "I've just entered my boy in your practice school, so I'm interested. I thought this core idea was an ultra-modern thing, tried and abandoned in the prewar years."

"As a matter of fact," the professor answered, "evidence indicates that there is in American secondary education today more actual experimentation with the core than ever before. The postwar years have seen a fresh effort to implement the core philosophy."

"Cite your evidence," said the still skeptical former teacher.

"Roger," laughed the professor. "In Alabama, for example, a pioneer state in the core movement under the leadership of Doak S. Campbell, Hollis Caswell, and Henry Harap, a recent survey showed twice as many secondary school teachers experimenting with a core program as in the peak prewar year of 1940-'41.¹ In 1948-'49, in 43 Alabama secondary schools 140 core teachers taught 198 homeroom core sections enrolling 6,032 Alabama pupils."

IN THE nation as a whole, a 1949 survey made by the U. S. Office of Education showed 833 of the total 23,947 American secondary schools experimenting with the core organization; the survey stated that comments from high school principals indicate that "interest in the core is spreading."² The same survey shows a number of states (California, Minnesota, Pennsylvania,

New York, Maryland, Missouri, Michigan) pushing forward in the development of core programs under such names as "General Education," "Unified Studies," "Basic Living," or "Core." Florida is preparing a comprehensive curriculum statement for use in schools experimenting with "Basic Education" (core). Hollis Caswell, writing on postwar curriculum trends, indicates a marked revival of core experimentation.³ In addition, is the impressive fact that both the Educational Policies Commission and the National Association of Secondary School Principals, concurrently in 1944 and again respectively in 1952 and 1951, have recommended and in detail described the core organization."⁴

"I'll buy that," said the army man. "But tell me in simple language, what's it got? I mean this core idea. It must have something more than this vague business of 'correlation,' which never made too much appeal to me either in college or in my few years as a young teacher."

YOU are right in saying that in the early days of the modern core concept many of its advocates sought justification for the core solely in its ability to promote 'wholeness in learning' through correlation, fusion, and the like. Today theorists cannot find sufficient justifi-

¹ Harris Harvill, "Development of the Core Curriculum in Alabama Secondary Schools," (Unpublished Ph.D. Dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1951), p. 137.

² Grace S. Wright, Core Curriculum in Public High Schools, Federal Security Agency, Office of Education, Bulletin No. 5, 1950, p. 5.

³ Hollis L. Caswell, "Postwar Trends in Curriculum Development," *NEA Journal*, February 1952, p. 94.

⁴ Educational Policies Commission, *Education for All American Youth*. (Washington, D.C.: National Education Association, 1944.) National Association of Secondary School Principals, *Planning for American Youth*. (Washington, D.C.: National Education Association, 1944.) Educational Policies Commission, *Education for All American Youth: A Further Look*. (Washington, D.C.: National Education Association, 1952.) National Association of Secondary School Principals, *Planning for American Youth*. Revised Edition, 1951.)

The author of this article on the core curriculum is director of secondary education in the State Teachers College at Troy, Alabama, and has served as consultant for state and local teacher groups studying the core organization. Dr. Harvill will deal with other aspects of this subject in a forthcoming issue of *Social Education*.

cation for the core in correlation alone, for we have come to see that correlation is an inescapable part of all good teaching; correlation is not the peculiar property of the core alone. In fact, it is my opinion that over-emphasis on correlation has actually retarded development of core programs, for this over-emphasis has too often beclouded the core's fundamental and primary aim of citizenship education. But you asked me a straight question and I will give you a quick answer. I think the core organization has the following eight special advantages:

1. The core organization and philosophy urges and makes possible an increased emphasis on the *process* of democratic living and learning, thus implementing in the field of citizenship education the pragmatic concept of "learning through living."
2. The core organization offers the best present solution to the problem of organizing the school's guidance program, particularly for schools with limited financial resources and staff.
3. The longer period of time which children in junior high school core classes spend with one teacher helps to bridge the gap between elementary and high school.
4. Successful adoption of the core organization necessitates faculty study and curriculum planning, thus promoting needed unity and balance in the total school program.
5. The moderate experimental approach employed in the core automatically brings a liveness to the teaching process.
6. The core organization is a valuable administrative device which lessens disruption of the school program by providing time for direct experiences and other activities which take longer than one class period.
7. The core program, because of its time allotment and purpose (citizenship education), is well adapted to the problem-approach, a methodology which in a natural way invites the correlation of the subject matter from many academic fields.
8. The core organization, without the addition of new courses to the already crowded school curriculum, provides for areas of experience which the usual school program has neglected.

"Another factor of importance in the growing acceptance of the core idea," continued the education teacher, "is the fact that out of the cauldron of fifteen or more years of experimentation has come a refined and more limited conception of the role of the core in the total school program. No longer is fought the wasteful battle of 'subjects vs. core.' Today advocates of the core organization readily agree that the *total* school curriculum will be made up of: (1) core, (2) other required subject, (3) elective studies and activities. The core *plus* other required subjects make up the 'common studies.' The core today is recognized as a limited part of the total school day, a limited part with a special function. Ample time will be left in the school day for both required and elective subjects."

"What is this special function of the core?" inquired the visitor.

"The central function of the core curriculum is citizenship education," the teacher answered. "True, the whole school curriculum shares in this important task, but the core is the 'heart' of the total citizenship education program of the school. It is that unique part which particularly emphasizes the pragmatic *process* of democratic living and learning through daily practice. Core teachers whose only aim has been to correlate subject matter and who could not see beyond the role of correlation to the more fundamental aim of citizenship education have inevitably floundered in a watered-down and purposeless program. Much of the criticism leveled at core programs has been leveled at the untrained teacher's *purposeless* effort to correlate subject matter. The core teacher's central aim should be to set his class and his individual pupils at work on real personal-social problems (*studies*), studies chosen for their value in promoting the core's primary goal of citizenship education.

"The limited scope of the core is better understood today also," he continued. "Not often today will one see a statement such as this one taken from a prewar curriculum bulletin, 'The subjects which are usually provided for in the core curriculum are English, social studies, art, music, general science, mathematics, physical education, health education and recreational activities.' Regardless of what theorists in the past may have urged, American teachers *through their practice* make it clear that the core is to be rooted mainly in the subject matter fields of social studies and the language arts. Of 1,119 core courses surveyed in 1949 by the U. S. Office of Education, a total of 92 percent were grounded in the subject matter fields of social studies and the language arts.⁵ In *practice* the scope of the core is proving to be more limited than early theorists envisioned."

"I thought the core cut across subject-matter lines," said the veteran.

ALL good teaching cuts across subject matter lines to some extent," replied the professor. "The core's larger time block enables it to do more such 'cutting across.' Actually, however, though the core is *not limited* to any subject matter field or fields, the trend is clear that by far the largest majority of problems for study in the core will be chosen from the social studies area. Literature, when studied in the core, is

⁵ Grace S. Wright. *op. cit.*, p. 13.

actually a *social study*, providing 'lessons for social living.' Core advocates, then, need no longer strain unduly to make a great distinction between the core and the usual social studies organization. The goal of both is the same (education for citizenship); the subject-matter content of both will of necessity be much the same. The core organization simply seems to furnish a better vehicle to do the same job—for the specific reasons enumerated earlier."

"O.K.," said the officer and parent, "so far I follow you. But aren't you implying that the core is to be grounded in subject matter? I thought one idea of the core was to get away from over-emphasis on organized subject matter."

"From over-emphasis, yes; but not from subject matter," was the reply. "The school is an agency set up by society to teach subject matter (usable knowledge about life itself). Parents know this and they don't like to hear talk about the school not performing this necessary task. Parents want their children to know more useful subject matter, not less. It wins us no friends to imply that the two or three hour core will not assume its rightful share of the school's responsibility for teaching subject matter. It goes without saying that this subject matter essential for citizenship should be taught in an interesting, vigorous and psychologically sound manner."

IT IS true," he continued, "that some extreme interpreters (perhaps misinterpreters) of the pragmatic doctrine have seemed to disdain organized subject matter and have insisted that the core should be built solely around 'real problems of daily group life.' Of course, the core will and should deal with the personal problems of youth and the daily problems of living which arise in the core group. *It is the guidance function* of the core to deal with such problems. Experience has shown, however, that 'real problems of daily group life' do not *alone* furnish a sufficient foundation for a successful core program. Parent groups have demanded that the core be undergirded by a *faculty-planned* framework of subject matter. Ninety-two percent of American core teachers through their practice have made it clear that the core will be grounded in subject matter, primarily the fields of social studies and the language arts. I myself am convinced that there is no gain or goal claimed by the ardent pragmatist which cannot be equally as well achieved by the inspiring and scholarly teacher through a program frankly grounded in essential subject matter."

"I have one last question," said the visitor. "What about this talk, rather confusing to me, that the core curriculum is a long step forward from the 'subject curriculum' and that some day, when the core reaches its full maturity, it will blossom out into a full-fledged 'experience curriculum?'"

WELL," said the professor, "I myself have stopped using the term, 'experience curriculum.' The implication that the ideal school curriculum will be composed almost entirely if not wholly of direct experience alone has little validity for the educator with historical perspective who understands that the school curriculum in highly civilized cultures of all ages, including the present, has been, is and must be composed of a larger percentage of vicarious experience than of direct experience. Because of its economy of time, money and effort, vicarious experience is really the 'royal road to learning.' Books and other types of vicarious subject matter material will always be a vital part of the whole school program, including the core. In the core, as in other phases of the school program, there must be a *balance* between direct and vicarious experience. Only the teacher can decide how much direct experience it takes to make the vicarious experience 'come to life.' The *quality* of the learning experience is the core teacher's most important consideration, whether the learning experience be direct or vicarious. The core, however, because of its emphasis on the *process* of democratic living and learning, is committed to a *greatly increased amount* of firsthand experience in the teaching-learning situation.

"Furthermore," continued the professor, "I do not think of the core as something 'emerging from' and 'moving toward.' I cannot see the core advocate today perplexing the layman by implying that his school's present core efforts, though ineffectual, may some day blossom out into a 'true core' any more than I can see an English teacher describing his classes as a pointless program due, though doubtfully, for belated flower. The core advocate today sees the core as an understandable, desirable and attainable program grounded without apology in subject matter experiences which the faculty considers essential to the fulfillment of the core's fundamental goal of citizenship education. He sees the core as a program which any reasonably capable faculty can think through, initiate and successfully carry on. He sees the core organization as a way to

(Concluded on page 32)

Inexpensive Books for the Social Studies Library

Ray E. Kehoe

SEVERAL publishers print books suitable for social studies classes in inexpensive editions. The writer has compiled a list of titles, authors, order numbers, prices, and addresses of publishers for those teachers, administrators, or librarians who wish to order books for their schools. It is evident that a large number of usable books can be purchased at a moderate cost.¹

Although many social studies teachers will know how to use these splendid resources effectively, the writer will presume to make three suggestions which he hopes will be helpful.

1. Bring the appropriate books into the social studies classrooms where they are needed. A class librarian can be chosen to check the resources in and out. If certain books are in great demand, additional copies can be ordered at nominal cost. Perhaps each class could collect a replacement fund at the end of each semester or at the end of each year.

2. Boys and girls will need some class time to "browse" among the books in order to find suitable selections. An informal sharing of reading experiences from time to time will help to make selections more satisfactory. Interested pupils, under the direction of the teacher, can compile an annotated bibliography of all books as they are read so that their classmates and succeeding classes can make more intelligent book selections.

3. Formal and traditional book report requirements often discourage reading. When written reports are required, pupils may use a short, concise, and informative book report form which, when completed, can be filed for future reference.

It is true that paper-bound books wear out

This bibliography of inexpensive books for the social studies library was prepared by Ray E. Kehoe of the Department of Education at the University of New Hampshire in Durham.

rather rapidly, and this fact may cause considerable concern to teachers, librarians, and administrators. Yet, even though such books wear out after only three to five readings, *the cost per reading is still very low*. Furthermore, this plan has been designed to supplement the regular library resources and not to replace them.

In order to simplify the listing of these books, we have arbitrarily placed them under the heading of either United States History, or World History or Problems Course or General. Obviously, many of these books can be used effectively in courses other than the one under which they are listed.

Readers should also note that we have adopted three devices in order to conserve space. First, the symbol "F" is used for fiction, and "NF" for non-fiction. Second, the complete address of each publisher on the list is given only at the point where the publisher's name is first mentioned. Third, because each book can be ordered by number, in most cases the authors are listed by last name and initials only.

UNITED STATES HISTORY

Bantam Books, Inc., 25 West 48th St., New York 19.

Allen, F. *Only Yesterday*. No. 27. (NF) 25 cents.

Boyd, James. *Long Hunt*. No. 836 (NF) 25 cents.

Coolidge, D. *Fighting Men of the West*. No. A-1043. (NF) 35 cents.

Davis, K. S. *Eisenhower: Soldier of Democracy*. No. F-1021. (NF) 50 cents.

Dobie, F. *Apache Gold and Yaqui Silver*. No. 940. (NF) 25 cents.

Edmonds, W. *The Captive Women*. No. 708. (F) 25 cents.

Edmonds, W. *Drums Along the Mohawk*. No. A-804. (F) 25 cents.

Forrester, C. S. *Captain from Connecticut*. No. 40. (F) 25 cents.

Mauldin, Bill. *Back Home*. No. 461. (NF) 25 cents.

Mauldin, Bill. *Up Front*. No. 83. (NF) 25 cents.

Richter, C. *The Trees*. No. 962. (F) 25 cents.

Roosevelt, E. *This Is My Story*. No. 846. (NF) 25 cents.

Sherwood, R. *Roosevelt and Hopkins. Volume I*. Order by name. (NF) 35 cents.

¹ Prices listed were in effect in December, 1952.

Sherwood, R. *Roosevelt and Hopkins. Volume II.* Order by name. (NF) 35 cents.
 Twain, Mark. *Life on the Mississippi.* No. 1. (NF) 25 cents.
 Wolfert, F. *American Guerrilla in the Philippines.* No. 828. (NF) 25 cents.

Doubleday and Company, Inc., Institutional Department, Garden City, New York.

Davis, K. S. *Eisenhower: Soldier of Democracy.* No. F-1021. (NF) \$1.
 Scott, R. *God Is My Co-Pilot.* Order by title and author. (NF) \$1.50.
 White, S. *Daniel Boone: Wilderness Scout.* Order by title and author. (NF) \$1.

Everyman's Library, E. P. Dutton and Company, Inc., 300 Fourth Ave., New York 10.

Cooper, J. F. *The Last of the Mohicans.* No. 79-A. (F) \$1.45.
 Crevecoeur. *Letters from an American Farmer.* No. 640. (NF) \$1.25.
 Dana, R. H. *Two Years Before the Mast.* No. 588. (F) \$1.25.
 Hamilton and others. *The Federalist.* No. 519. (NF) \$1.25.
 Lincoln, Abraham. *Speeches and Letters.* No. 206 (NF) \$1.25.
 Stowe, H. *Uncle Tom's Cabin.* No. 371. (F) \$1.25.

Mentor Books, The New American Library of World Literature, Inc., 501 Madison Ave., New York 22.

Commager, H. S. *America in Perspective.* No. M-30. (NF) 35 cents.
 Heffner, R. D. *A Documentary History of the United States.* No. M-78. (NF) 35 cents.
 Padover, S. (editor). *Thomas Jefferson on Democracy.* No. M-13. (NF) 35 cents.
 Parkman, F. *The Oregon Trail.* No. M-51. (NF) 35 cents.
 Schlesinger, A. M., Jr. *The Age of Jackson.* No. M-38. (NF) 35 cents.

Modern Library, 457 Madison Avenue, New York 22.

Commager, H. S. *A Short History of the United States.* No. 235. (NF) \$1.25.
 Parkman, F. *The Oregon Trail.* No. 267. (NF) \$1.25.

Pocket Books, Inc., 18 West 48th St., New York 19.

Carnegie, Dale. *The Unknown Lincoln.* No. 891. (NF) 25 cents.
 Charnwood, Lord. *Abraham Lincoln.* No. 19. (NF) 25 cents.
 Commager, H. S. *Pocket History of World War II.* No. 338. (NF) 25 cents.
 Crane, Stephen. *The Red Badge of Courage.* No. 154. (F) 25 cents.
 Dos Passos, J. *The Forty Second Parallel.* No. C-72. (NF) 35 cents.
 Franklin, Benjamin. *Autobiography.* No. 23 (NF) 25 cents.
 Geddes, D. (editor). *F. D. Roosevelt: A Memorial.* No. 300. (NF) 25 cents.
 Geddes, D. *The Atomic Age Opens.* No. 340. (NF) 25 cents.
 Guthrie, A., Jr. *The Big Sky.* No. 600. (F) 25 cents.

Haines, W. *Command Decision.* No. 571. (F) 25 cents.
 Hargrove, M. *See Here Private Hargrove.* No. 206. (NF) 25 cents.
 Heggen, T. *Mister Roberts.* No. 550. (F) 25 cents.
 Hersey, J. *Into the Valley.* No. 225. (NF) 25 cents.
 Herzberg, M. J. *This Is America.* No. 730. (NF) 25 cents.
 Hough, Emerson. *The Covered Wagon.* No. 410. (F) 25 cents.
 Hough, Emerson. *North of 36.* No. 429. (F) 25 cents.
 Lillenthal, D. *Democracy on the March.* No. 288 (NF) 25 cents.
 Lippmann, W. *U. S. Foreign Policy.* No. 244. (NF) 25 cents.
 Nevins and Commager. *The Pocket History of the United States.* No. 195. (NF) 35 cents.
 Pratt, F. *A Short History of the Civil War.* No. CE-30. (NF) \$1.
 Preston, C. E. *A Short History of the American Revolution.* No. CE-34. (NF) \$1.
 Pyle, Ernie. *Here Is Your War.* No. 274. (NF) 25 cents.
 Richter, Conrad. *The Sea of Grass.* No. 413. (F) 25 cents.
 Willke, Wendell. *One World.* No. 229. (NF) 25 cents.

Prentice Hall Inc., 70 Fifth Avenue, New York 11.

Davenport, R. *U. S. A. The Permanent Revolution.* Order by title and author. (NF) \$1.50

Signet Books, The New American Library of World Literature, Inc., 501 Madison Ave., New York 22.

Clark, W. *The Ox-Bow Incident.* No. 745. (F) 25 cents.
 Ferber, E. *Saratoga Trunk.* No. 617. (F) 25 cents.
 Ferber, E. *Cimarron.* No. 605. (F) 25 cents.

World Publishing Company, 2231 West 110th St., Cleveland 2, Ohio.

Abels, R. *Early American Firearms.* No. 1587. (NF) \$1.
 Bellamy, E. *Looking Backward.* No. F-220. (F) \$1.
 Herndon and Weik. *Life of Lincoln.* No. L-33. (NF) \$1.25.

WORLD HISTORY

Bantam Books, Inc.

Costain, T. *The Black Rose.* No. A-818. (F) 35 cents.
 Costain, T. *High Towers.* No. A-1027. (F) 35 cents.
 Forester, C. S. *Captain Horatio Hornblower.* No. A-912. (F) 35 cents.
 Forester, C. S. *Flying Colors.* No. 772. (F) 25 cents.
 Forester, C. S. *The Gun.* No. 993. (F) 25 cents.
 Forester, C. S. *Rifle Man Dodd.* No. 1011. (F) 25 cents.
 Hersey, J. *A Bell for Adano.* No. 45. (F) 25 cents.
 Hobart, A. *Oil for the Lamps of China.* No. 20. (F) 25 cents.
 Hope, A. *The Prisoner of Zenda.* No. 38. (F) 25 cents.
 Paul, E. *Last Time I Saw Paris.* No. 13. (NF) 25 cents.
 Sabatini, R. *Scaramouche.* No. 5. (F) 25 cents.
 Shellabarger, S. *Captain from Castille.* No. A-860. (F) 35 cents.
 Winwar, F. *Joan of Arc.* No. 459. (NF) 25 cents.

Doubleday and Company, Inc.

Costain, T. *Money Man.* Order by title and author. (F) \$1.

Everyman's Library.

- Burke, E. *Speeches and Letters on American Affairs*. No. 340. (NF) \$1.25.
 Burke, E. *Reflections on the French Revolution*. No. 460. (NF) \$1.25.
 Cellini, R. *Autobiography*. No. 51. (NF) \$1.25.
 Defoe, D. *Journal of the Plague Year*. No. 289. (NF) \$1.25.
 De Joinville and Villehardouin. *Memoirs of the Crusades*. No. 333. (NF) \$1.25.
 Dumas, A. *The Three Musketeers*. No. 81. (F) \$1.25.
 Dumas, A. *Count of Monte Cristo*. (2 volumes) Nos. 393-394. (F) \$1.25 each volume.
 Gibbon, Edward. *Decline and Fall of the Roman Empire*. Nos. 434-6 and 474-6. (NF) \$1.25 each volume.
 Gleig, G. R. *Duke of Wellington*. No. 341. (NF) \$1.25.
 Gogol, Nicolai. *Taras Bulba and Other Tales*. No. 740. (F) \$1.25.
 Green, J. R. *A Short History of the English People*. (2 volumes) Nos. 727 and 728. (NF) \$1.25 each volume.
 Herodotus. *History (Greece)* (2 volumes) Nos. 405 and 406. \$1.25 each volume.
 Hugo, Victor. *Les Miserables*. (2 volumes) Nos. 363 and 364. (F) \$1.25 each volume.
 Irving, W. *Mahomet*. No. 513. (NF) \$1.25.
 Lockhart, J. E. *Napoleon Bonaparte*. No. 3. (NF) \$1.25.
 Pepys, S. *Diary* (2 volumes) Nos. 53 and 54. (NF) \$1.25 each volume.
 Plutarch. *Volume I: Lives of Famous Greeks and Romans*. No. 407. (NF) \$1.25.
 Plutarch. *Volume II: Lives of Famous Greeks and Romans*. No. 408. (NF) \$1.25.
 Polo, Marco. *Travels*. No. 306. (NF) \$1.25.
 Prescott, W. H. *History of the Conquest of Peru*. No. 301. (NF) \$1.25.
 Prescott, W. H. *Volume I: History of the Conquest of Mexico*. No. 397. (NF) \$1.25.
 Prescott. *Volume II: History of the Conquest of Mexico*. No. 398. (NF) \$1.25.
 Scott, Sir W. *Ivanhoe*. No. 16. (F) \$1.25.
 Scott, Sir W. *The Talisman*. No. 144. (F) \$1.25.
 Sienkiewicz. *Quo Vadis*. No. 970. (F) \$1.25.
 Southey, R. *Horatio Nelson*. No. 52. (NF) \$1.25.
 Tacitus. *Historical Works: Volume I*. No. 273. (NF) \$1.25.
 Thackeray. *Henry Esmond*. No. 73. (F) \$1.25.
 Thucydides. *The History of the Peloponnesian War*. No. 455-A. (NF) \$1.45.
 Tolstoi, Leo. *War and Peace*. (3 volumes) Nos. 525, 526, and 527. (F) \$1.25 each volume.
 Voltaire. *The Age of Louis XIV*. No. 780. (NF) \$1.25.

Mentor Books.

- Toynbee, A. J. *Greek Historical Thought*. No. M-72. (NF) 35 cents.

Modern Library.

- Graves, R. *"I—Claudius"* No. 20. (F) \$1.25.
 Hersey, J. *A Bell for Adano*. No. 16. (F) \$1.25.
 Thackeray, W. *Henry Esmond*. No. T-35. (F) 65 cents.
 Thucydides. *Complete Writings*. No. T-51. (NF) 65 cents.

Pocket Books, Inc.

- Buck, P. *The Good Earth*. No. 11. (F) 25 cents.
 Nordhoff and Hall. *Mutiny on the Bounty*. No. C-34. (F) 35 cents.
 Rolland, R. *Jean Christoffe*. No. 631. (NF) 25 cents.
 Yerby, F. *The Golden Hawk*. No. 749. (F) 25 cents.

World Publishing Company.

- Buck, P. *The Good Earth*. No. L-9. (F) \$1.25.

PROBLEMS COURSES

Avon Book Sales Corporation, 119 West 57th St., New York 19.

- Stevens, E. *This Is Russia, Uncensored*. No. ET-108 (NF) 35 cents.

Bantam Books, Inc.

- Crossman, R. *The God that Failed*. No. 963. (NF) 25 cents.

Doubleday and Company, Inc.

- Hoffman, P. *How Peace Can Be Won*. (Paper edition) Order by title and author. (NF) \$1.
 Kefauver, E. *Crime in America*. Order by title and author. (NF) \$1.

Everyman's Library.

- Paine, Thomas. *The Rights of Man*. No. 718-A. (NF) \$1.45.

Mentor Books.

- Dunn, L. C. etc. *Heredity, Race and Society*. (rev.) No. M-74. (NF) 35 cents.
 Pares, B. *Russia*. No. M-37. (NF) 35 cents.

Pocket Books, Inc.

- A.A.F. *The Official Guide to the Army Air Force*. No. 265. (NF) 25 cents.
 Crow, C. *Four Hundred Million Customers*. No. 323. (NF) 25 cents.

Signet Books.

- Koestler, A. *Darkness at Noon*. No. 671. (F) 25 cents.
 Mellett, L. *Handbook of Politics and Voter's Guide*. No. 593. (NF) 25 cents.
 Orwell, G. *"1984"* No. 798. (F) 25 cents.
 Ward, M. *The Snake Pit*. No. 696. (F) 25 cents.

GENERAL

Bantam Books, Inc.

- Bradley, D. *No Place to Hide*. No. 421. (NF) 25 cents.
 Gerstell, R. *How to Survive an Atomic Bomb*. No. 845. (NF) 25 cents.
 Hersey, J. *Hiroshima*. No. 404. (NF) 25 cents.

Doubleday and Company, Inc.

- Hammonds *New Comprehensive World Atlas*. Order by title (NF) \$1.

Modern Library.

- VanLoon, H. *Ancient Man*. No. 105. (NF) \$1.25.

Pocket Books, Inc.

- Michener, J. *Tales of the South Pacific*. No. 516. (F) 25 cents.
 Rand-McNally. *Pocket World Atlas*. No. C 20. (NF) 35 cents.

Recent Supreme Court Decisions: Racial Discrimination

Isidore Starr

THE October 1952 Term of the Supreme Court began with the auspicious announcement that the perplexing issue of the constitutionality of segregation in the public schools of South Carolina, Virginia, Kansas, Delaware, and the District of Columbia would be adjudicated.¹ Since thirteen other states would be affected by this ruling, there was especially keen interest in the problem.² For not only were such important issues as state's rights, the Equal Protection Clause of the Fourteenth Amendment, and the relation of segregation to the Fifth Amendment involved, but the practical steps to be taken in ending the practice gave serious pause for thought. Speculation about the nature and implications of the anticipated decision persisted down to June 8, 1953. On that day the Court issued a brief order stating that the Justices had been unable to agree on a ruling and that, therefore, the cases were being scheduled for reargument at the next session, a number of questions being submitted to the parties for further clarification.³ This was quite disappointing to those who felt that recent judicial victories in the field of professional and post-graduate education augured the *coup de grace* to public school segregation.⁴

RACIAL RESTRICTIVE COVENANTS

HOWEVER, this past Term of the Court has been distinguished by a series of forthright blows against certain types of racial discrimination, one of the most important being aimed at the racial restrictive covenant. This type of agreement is generally a contract among persons owning real estate in the same neighborhood restricting the sale, use, or occupancy of their property

to persons of the white or Caucasian race. In 1948 our highest tribunal, in *Shelley v. Kraemer*, ruled that these voluntary agreements were legal, but that they were not judicially enforceable against Negro buyers. That is, where one of the signers sells his property to a Negro, any action by a state court which would operate directly against the Negro buyer, depriving him of his right to enjoy the property solely because of his race, would be equivalent to a denial of equal protection of the laws and, therefore, a violation of the Fourteenth Amendment.

We come now to another aspect of this problem. Since restrictive covenants are not illegal, is it possible to enforce them in a law suit for damages against a co-covenanter who broke the agreement? Let us turn to an actual case. A group of property owners in a residential Los Angeles neighborhood entered into a restrictive covenant agreeing that no part of their real estate "should ever at any time be used or occupied by any person or persons not wholly of the white or Caucasian race," the contract being perpetual. A Miss Jackson, one of the parties to the original agreement, violated this contract by selling her property without incorporating in the deed the restriction contained in the covenant and by permitting non-Caucasians to move in and occupy the premises. Three of her neighbors thereupon sued her for \$11,600, claiming breach of contract. They argued that the values of their property had dropped sharply after Negroes had moved into Miss Jackson's former home, and that the neighborhood had become less desirable for residential purposes.

¹ Brown et al. v. Board of Education of Topeka et al., 344 U.S. 1 (1952); 344 U.S. 141 (1952).

² According to the *New York Times*, December 10, 1952, 42:6, the 1949-50 enrollment in the public schools of the District of Columbia and of the seventeen states that would be affected by the Court's decision was: 9,821,000 white pupils and 2,397,000 Negroes.

³ See 345 U.S. 972 (1953) for the five questions which the Court listed for discussion.

⁴ For previous decisions relating to racial discrimination, see *Social Education*, January, 1951.

This is the concluding article in a series of three. The author is a member of the Advisory Board of Social Education, and teaches social studies in the Technical High School in Brooklyn, New York.

In its 6 to 1 decision (Justices Jackson and Reed did not take part) in *Barrows et al. v. Jackson*, 346 U.S. 249 (1953), the Court ruled that a home-owner could not be sued for damages for failure to live up to a racial restrictive covenant. The suit for damages in this case, according to Justice Minton's majority opinion, constitutes state action under the Fourteenth Amendment and is, therefore, a violation of the equal protection of the laws clause. To permit Miss Jackson to be sued for damages "would be for the State to punish her for her failure to perform her covenant to continue to discriminate against non-Caucasians in the use of her property." To sanction this lawsuit would be to encourage restrictive covenants. Justice Minton then goes on to say:

The next question to emerge is whether the state action in allowing damages deprives anyone of rights protected by the Constitution. If a state court awards damages for breach of a restrictive covenant, a prospective seller of restricted land will either refuse to sell to non-Caucasians or else will require non-Caucasians to pay a higher price to meet the damages which the seller may incur. Solely because of their race, non-Caucasians will be unable to purchase, own, and enjoy property on the same terms as Caucasians. Denial of this right by state action deprives such non-Caucasians, unidentified but identifiable, of equal protection of the laws in violation of the Fourteenth Amendment.

The majority opinion concludes with the enunciation of a proposition taken directly from the *Shelley* case.

The Constitution confers upon no individual the right to demand action by the State which results in the denial of equal protection of the laws to other individuals. . . .

We skip over a number of technical points in the Court's opinion and turn to the sarcastic dissent of Chief Justice Vinson. His bitterness is understandable against the background that he was the one who had written the *Shelley* opinion for the Court and now he finds the majority using it in a way which he had not foreseen. He argues that the covenant is legal as between the signers and that it should be enforced. Surely its enforcement against a violator would not harm the Negroes who, under the *Shelley* decision, are protected in their property rights. For him the decisive feature is the absence of any direct injury to any identifiable non-Caucasian. He concludes that the Court "should not undertake to hold that the Fourteenth Amendment stands as a bar to the state court's enforcement of its contract law."

Arthur Krock, well-known columnist for the *New York Times* was unquestionably correct

when he concluded that the opinion of the majority "made waste paper of such covenants."⁵

DISTRICT OF COLUMBIA RESTAURANT CASE

IN A unanimous opinion in the case of *District of Columbia v. John R. Thompson Co., Inc.*, 346 U.S. 100 (1953), the Supreme Court outlawed racial discrimination in the public restaurants of the District of Columbia. This was a criminal proceeding in which the defendant restaurant was charged with violating the Acts of 1872 and 1873 of the Legislative Assembly of the District of Columbia by its refusal to serve certain members of the Negro race solely on account of their race and color. The defense argued that the Congress did not have the right to delegate power to pass ordinances prohibiting racial discrimination in restaurants to the District of Columbia Government. And even if it did, fifty years of non-use and subsequent changes in the government and laws of the District amounted to repeal of the regulations.

Justice Douglas, writing for the Court (Justice Jackson did not take part), declared that under Article I, Section 8, cl. 17, and Article IV, Section 3, cl. 2, of our Constitution, Congress has the authority to delegate the power of home rule to the District of Columbia.⁶ The relation of Congress to the District of Columbia is analogous to that of a State to its municipalities. Congress, like our states, has the authority to delegate law-making power to the Legislative Assembly of the District of Columbia; and, since this delegation under a Congressional Law of 1871 was as broad as the police power of a state, it included the power to pass ordinances prohibiting discrimination against Negroes by the owners and managers of restaurants in that area.

Justice Douglas emphasized that the Acts of 1872 and 1873 had survived all subsequent changes in the government of the District; that they had been neither repealed nor amended as a result of non-use and administrative practice; and that they remain today as part of the governing body of laws. In reply to the defendant's

⁵ June 16, 1953, p. 26.

⁶ Article I, Sec. 8, cl. 17, provides that "The Congress shall have Power . . . To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States. . . ." Article IV, Sec. 3, cl. 2 states: "The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States. . . ."

argument that the Commissioners of the District had been granting licenses to restaurants without regard to the equal service requirement and that no licenses had been forfeited for violations of the Acts at issue, the Court replied that the ordinances are not licensing laws. They are "regulatory laws prescribing in terms of civil rights the duties of restaurant owners to members of the public." They regulate licensed business, and the authority of the Commissioner "could not modify, alter, or repeal these laws."

This decision is obviously another important step in the trend toward equality of treatment which is gradually making headway in government, sports, armed forces, labor, industry, educational institutions, and the theatre.

JIM CROW ON RAILROADS

WILLIAM CHANCE, a North Carolina school principal, while returning home from Philadelphia in 1948, was removed from the train in Virginia when he refused to transfer to a coach segregated for Negroes. The Circuit Court of Appeals sided with him on the ground that the railroad rule was an unlawful burden on interstate commerce. In *Atlantic Coast Railroad Co. v. Chance*,⁷ the Supreme Court, by denying *certiorari*, struck another blow against Jim Crow.

VOTING IN PRIMARIES

IN *Smith v. Allright* (1944) it was felt that the Supreme Court, once and for all, had upheld clearly and definitely the right of Negroes to vote in the Democratic State primaries of Texas. Nine years later our highest tribunal was once again called upon to determine the constitutionality of a Texas county practice, known as the Jaybird primary, which was being attacked as an attempt to circumvent that decision and its constitutional bulwark, the Fifteenth Amendment.

The Jaybird Democratic Association had been in existence in Fort Bend for more than sixty years. A voluntary club, not a political party, its membership was limited to white people. As a matter of fact, all white people automatically became members if their names appeared on the official list of county voters. This organization held its own Jaybird primary in May for county offices; its successful candidates entered the official Democratic primary in July where they won without opposition. Since nomination in the Democratic primary in Texas has been tanta-

mount to election, a victory in the Jaybird primary spelled political success.

A group of qualified Negro voters instituted this action, seeking declaratory and injunctive relief against the Association. They maintained that its over-all purpose was to prevent Negroes from voting. The Association answered that it was a mere private group; that the State did not control it; and that the Fifteenth Amendment was not applicable to "a self-governing voluntary club."

In *Terry et al. v. Adams et al.*, 345 U.S. 461 (1953) the Court decided by an 8 to 1 vote that the Jaybird plan is a violation of the Fifteenth Amendment, which bans racial discrimination in voting both in the nation and states. The Federal District Court in Texas was directed to hold hearings for the purpose of determining what steps were necessary to guarantee Negroes "full protection from future discriminatory Jaybird-Democratic-general election practices which deprive citizens of voting rights because of their color."

Although Justice Black announced the judgment of the Court, only Justices Douglas and Burton concurred in his opinion because it implied that redress should be granted even if individual action, and not state action, caused the wrong. However, all eight Justices agreed for one reason or another that the practice in question was unlawful. Justice Black's emphasis was on the fact that the Association was trying to do indirectly what the State could not do directly. In addition, he concluded that the organization was in reality a political organization whose chief objective was to deny Negroes a voice in elections. Since in Fort Bend the Jaybird election was the only one that counted, it determined who should rule and govern the county. The Democratic primary and the general election became no more than "perfunctory ratifiers" of the Jaybird choices. This point Justice Black underscores as follows:

It is immaterial that the state does not control that part of this elective process which it leaves for the Jaybirds to manage. The Jaybird primary has become an integral part, indeed the only effective part, of the elective process that determines who shall rule and govern in the county. The effect of the whole procedure, Jaybird primary plus Democratic primary plus general election, is to do precisely that which the Fifteenth Amendment forbids—strip Negroes of every vestige of influence in selecting the officials who control the local county matters that intimately touch the daily lives of citizens.

Justice Frankfurter's concurring opinion held that, assuming the Association was not a political

⁷ 344 U.S. 877 (1953); see *New York Herald Tribune* editorial, "Another Chip off Segregation," November 12, 1952, p. 26.

party holding a State-regulated primary, county officials were participating and condoning a plan which effectively excluded Negroes from voting. In this sense state authority had come into play in violation of the Fifteenth Amendment.

Justice Clark, who is from Texas, also wrote a concurring opinion (joined in by Chief Justice Vinson and Justices Reed and Jackson) developing the theme that the Association functioned as part of the State's electoral machinery. He concludes his analysis with these thoughts:

Quite evidently the Jaybird Democratic Association operates as an auxiliary of the local Democratic Party organization, selecting its nominees and using its machinery for carrying out an admitted design of destroying the weight and effect of Negro ballots in Fort Bend County. To be sure, the Democratic primary and the general election are nominally open to the colored elector. But this must be an empty vote cast after the real decisions are made. And because the Jaybird-indorsed nominee meets no opposition in the Democratic primary, the Negro minority's vote is nullified at the sole stage of the local political process where the bargaining and interplay of rival political forces would make it count.

Justice Minton, the sole dissenter, tells us that he dislikes the goals of the Jaybird Association as much as his colleagues. But since the organization is simply a private pressure group and in no sense a part of the Democratic Party or the primaries or elections of Texas, the Supreme Court cannot intervene. What we have in this case is an attempt to influence or obtain action, but that is not to be confused with state action. The Court can redress a wrong only if it is the result of state action.

SELECTION OF JURIES

THE case of *Brown v. Allen, Warden*, 344 U.S. 443 (1953) with its 117 pages of opinions, concurrences, and dissents shows a Court sharply divided on the constitutionality of the system used by certain counties in North Carolina in selecting jurors. A perusal of the 40,000 words and the six separate opinions discloses a 6 to 3 ruling which will not be very popular with those anxious to see our highest tribunal in the forefront of the fight for civil rights.

Actually the Court was confronted with three separate cases involving four Negroes who had been sentenced to death—two for rape and two for murder. The appeal to the Court arose from the refusal of the federal courts in North Carolina to issue writs of habeas corpus, which were sought by the defendants on the ground that the state's system of jury selection involved racial discrimination. A major issue to be determined—

among several other technical points—was the constitutionality of selecting jurors from lists taken from a tabulation of county property and poll tax payers. It was admitted that the names of Negro property owners and taxpayers appeared on these lists and that some Negroes had served on both grand and petit juries. However, since these lists had a higher proportion of white than Negro citizens, it was charged that the latter were being deliberately excluded from jury service because of their race.

Justice Reed delivered the Court's lengthy opinion, which was concurred in by Chief Justice Vinson and Justices Jackson, Burton, Minton and Clark. In addition to several of the Justices noting their positions on several aspects of the case, Justice Jackson wrote a separate concurring opinion and Justice Frankfurter contributed an impressive dissertation on the subject of *certiorari*. And finally there were two dissenting opinions of Justices Black and Frankfurter.

The majority found no racial prejudice in this case. The method of drawing the names of jurors disclosed no purposeful or systematic exclusion solely on account of race. Statistical data showed that the proportion of Negroes to white persons on the lists was not out of balance, considering that the measuring rod was economic status. There was no denial of due process or equal protection of the laws under the Fourteenth Amendment in the method of selecting grand and petit jurors from lists limited by state law to taxpayers, though the lists had a higher proportion of whites than Negroes.

Justices Black, Douglas, and Frankfurter dissented on several grounds. The opinion of Justice Black stressed the fact that the continued disproportion between white and Negro jurymen called for judicial determination as to the validity of the method used in jury selection. For him the use of property qualifications in this case smacked of racial discrimination. He remarks pointedly that where jurors are selected from taxpayers with "the most property," we have discrimination based on wealth—a practice which may be a shield for racial discrimination. It is the duty of the Court to adjudicate such problems.

In direct contrast to this complicated and highly technical case was that of *Avery v. Georgia*, 345 U.S. 559 (1953), decided three months later. Apparently exhausted by the differences and distinctions engendered by the previous action, here Chief Justice Vinson quickly and briefly disposed of a jury selection method used in a Georgia county. The decision was unanimous

(Justice Jackson taking no part), with Justices Read and Frankfurter writing concise concurrences.

The method of choosing jurors in Fulton County, Georgia, was as follows: Jury Commissioners selected prospective jurors from the county tax returns; the list was then printed—the names of white persons on white tickets and names of Negroes on yellow ones; all tickets were placed in a box, a judge being assigned to draw a number of tickets from the box; these were handed to a sheriff who entrusted them to a clerk; and the latter “arranged” the tickets and typed up the final list of persons to be called to serve on the panel. It was conceded that in this case there was not a single Negro among the sixty persons who had been selected in this manner for the panel.

The Chief Justice’s opinion stressed the existence of a *prima facie* case of racial discrimination, which the State had failed to rebut with sufficient evidence. The use of white and yellow tickets facilitated discrimination for those “who are of a mind to discriminate.” This practice—

not authorized by any Georgia statute—offered opportunities for the exclusion of Negroes at any one of several stages in the selection process. The very fact that not a single Negro had been selected to serve on a panel of sixty, although many were available, leads to the inevitable conclusion that here there was racial discrimination in violation of the Equal Protection Clause of the Fourteenth Amendment.

CONCLUSION

THE record of our Supreme Court from 1937 down through the past Term shows clearly a consistently outstanding role in the protection of the rights of Negroes.³ It will be more interesting to see how it will handle at the next Term the important problem of segregation in the public schools.

³ For excellent background material in this field see, Monroe Berger, *Equality By Statute* (Legal Controls over Group Discrimination). New York: Columbia University Press, 1952; Will Maslow and Joseph B. Robison, “Civil Rights Legislation and the Fight for Equality, 1862-1952,” *University of Chicago Law Review*, 363-413 (1953).

FREEDOM OF CONSCIENCE

(Continued from page 3)

failure of the freedom-loving forces to act co-operatively in Italy and Germany, was among the chief reasons why Mussolini and Hitler got control of their countries.”

Mrs. Meyer made it crystal clear that she was not defending Communist clergymen, Communist teachers, or Communists in any office or any walk of life. “No one claims special immunity for the clergymen. No one can object when properly constituted legal authorities bring any individual before the bar of justice for violations of the laws of the land. Neither butcher, baker, candlestick maker, nor educator, nor minister of the Gospel stands above the law. But it is wrong and un-American, and can only sow the seeds of dissension and distrust among our people when the butchers as a class, the bakers as a class, educators, clergymen, labor union leaders, or any other group, as a group, is subjected to blanket condemnation.”

What do the American people propose to do about this clear and present danger to all they hold dear? This is the big, and as yet unanswered question to which Mrs. Meyer pointed her remarks.

“Several of our most respected leaders main-

tain that Americans have come to value security more than freedom,” she said. “I know from wide contacts with the American people that this is not true. But there is evidence that Americans as a whole are less sensitive than our forefathers to questions of political morality. Or can it be that our people have become inarticulate under severe pressures toward uniformity? In any case there has arisen in our country a wide chasm between our ideals of freedom and our zest to defend and uphold them. As Archibald MacLeish, the distinguished American poet and scholar states in an article on ‘Loyalty and Freedom’ in the autumn number of the *American Scholar*: ‘The longing for conformity so overwhelms us, that we look on in silence, if not in active approval, while one freedom which underlies all others—the freedom of the mind—is attacked at the point where its protection is most essential to the Republic, and by methods of hypocrisy and intimidation which shame us all. It is our silence as a people, far more than the mischievousness of the politicians engaged in this foray, which should give concern to those who truly love the country.’ ”

Creating a Learning Situation

Jean F. Hamilton

CERTAIN principles of method underlie good teaching in all areas of elementary school instruction. Two basic principles of learning which are related to method and have long been recognized in social studies are: (1) children learn best when confronted with a problem situation, and (2) meaningful learning results from understanding. The problem method of teaching a unit could be classed as one method of instruction based upon such principles.

Social studies teachers are well aware that even though instruction is based on sound principles of learning, the ultimate worth of any method of teaching, used to create learning situations for children, frequently rests on the procedures employed to carry it out. For example, very little understanding of a given area or people will be achieved by children, even if the problem method is used, unless the problems chosen for study are such that they can be defined by children and are recognized by them as being vital and worthwhile. Even though children are directed to use the methods and techniques of science in seeking solutions to problems, they will see little need to use these same methods to solve other problems unless they understand and are convinced of their efficiency and worth.

TOO MUCH VERBALISM

UNFORTUNATELY, in social studies many of our attempts to convince children of the worth of even such things as the methods they use to get information about problems has been verbal. So often we demonstrate, we illustrate, we point out, and we tell about what we are teaching. We carry out verbally and to the letter the principle that children should understand what

they are to do, but we give children very little real opportunity seriously to evaluate for themselves the methods we ask them to use to solve problems.

To test the extent of verbal teaching in your classroom, try this little test. Stop in the middle of a lesson and ask yourself this question, "Am I telling my pupils what to do, or am I creating a learning situation through which they can see the need and worth of this procedure?" Educators have long told us that "teaching is not telling," but even though we accept this statement and strive for understanding in social studies, are we achieving our aim? In carrying out a principle or technique to the letter, have we perhaps unconsciously clouded the intent of the principle? Suppose we look carefully at a few of the techniques we use almost daily in our social studies classroom.

In the elementary school, we spend a large amount of time teaching children how to read a map. We take pains to explain to children that much information can be gained about a region or area from a map, and we tell them that they should be able to read one intelligently in order to solve social problems. If we are thorough teachers, we demonstrate to them the depth and extent of knowledge that can be gained by the intelligent use of maps, and we give them practice in using and making maps. After an intensive program of this nature, most children can use maps efficiently, but is this enough? Have we created learning situations that have enabled children to see for themselves the worth of understanding the use of maps, or have we convinced them by simply overpowering all doubts?

In our social studies classes we also encourage children to consult many references in seeking answers to problems. We point out that they cannot hope to reach a considered judgment about a social problem unless they look at all sides of the question. Children can, by being exposed to source books and by being trained in their use, become quite adept at acquiring information. While this is important, is it enough? Is it possible for children to acquire much infor-

"Stop in the middle of a lesson," the author suggests, "and ask yourself this question, 'Am I telling my pupils what to do, or am I creating a learning situation through which they can see the need and worth of this procedure?'" Dr. Hamilton teaches in the College of Education at Wayne University in Detroit, Michigan.

mation from different sources and to use it without actually understanding why they are doing so or being convinced of the need? Have we in our teaching honestly created a learning situation that will enable children to evaluate for themselves the worth of consulting a number of references, or have we only told them why they should do so?

IN SOCIAL studies, we carefully train children in the most efficient use of source books and reference books of all kinds. We teach them to use a table of contents, the index, graphs, charts, and pictures in seeking information about a problem. Our purpose is to show children that these tools, if understood and mastered, are efficient and helpful aids to study. However, the teaching techniques we use to help children gain an understanding of these study tools more often than not defeat our purpose. Instead of creating learning situations which enable children to evaluate, in their own minds, the use and need of such aids, we simply explain why they should use them and tell the children which aid to use in a particular situation. Because of undue haste, we often deny children the thorough understanding of these study aids which can come through trial and error in their use.

As a means of providing for understanding of social studies, perhaps we, as teachers in the field, should devote more serious consideration to the problem of creating learning situations for children that will enable them to make judgments for themselves on the basis of evidence. Our colleagues in science and arithmetic are already incorporating these techniques into their teaching with superior learning as the result. For example, in science we find children setting up and conducting experiments under the guidance of a teacher which enable them to formulate and state for themselves from experience and controlled testing certain scientific facts. In arithmetic, we see children being confronted with problem situations for which they are given no ready solution. Rather, children are being led to discover for themselves number relationships and to devise, through carefully guided learning experiences, solutions to problems. Understanding in arithmetic is recognized as being a slow process, and one that must be developed carefully. Teachers of arithmetic have learned that to have meaningful instruction, children must be given many opportunities to think through number situations, and to weigh and balance various ways of solving problems before they are able to

understand and are ready to accept as their own the most efficient solution.

IMPLICATIONS FOR SOCIAL STUDIES

THIS evaluation by children of methods of study has important implications for the social studies. At the present time, we seem to be overlooking many valuable learning situations that will enhance understanding. We are using some good teaching techniques based on sound principles of learning, but we are in many instances still giving lip service to the problem of understanding.

Three tasks of the social studies teacher were mentioned a little earlier in this discussion. They were: (1) teaching children to read and use maps; (2) teaching children to consult numerous sources in seeking solutions to problems; and (3) teaching children to use efficiently the study tools provided in reference books. It is recognized that to have children gain a complete understanding of the skills and concepts which are a part of these tasks will take a number of lessons taught over an extended period of time. However, it is careful day-by-day teaching that helps to build understanding. A convincing body of evidence can be built through daily lessons that will enable children to see for themselves the worth of procedures they are asked to employ. We must keep in mind while building this body of evidence, however, that children will be more prone to understand and accept a concept or see the worth of a skill or learning tool if they have an active part in testing it. Therefore, it is important that children be given the opportunity to plan, execute, and evaluate the total learning situation. Whenever possible, this should be done in their own words and not those of the teacher. The simple experiments described in the following paragraphs are examples of typical learning situations which can be created to help children evaluate the effectiveness and worth of a few of the concepts, skills, and tools they are asked to understand in the three tasks mentioned.

Consider for a moment one small aspect of the job of teaching children to understand the use of maps. One concept we should like children to understand and accept is that a map is extremely useful for helping an individual plan a route to a desired destination. Instead of telling children about this use of a map, teachers can capitalize upon learning situations which occur frequently in most classrooms to teach this concept. For example, field trips to points of interest in the neighborhood, community, or surrounding

country are part of most of our units in social studies. The usual means of transportation on such field trips are school or city busses, or automobiles furnished by parents. In order to insure a similar arrival time by all class members on such an excursion, the children are confronted with the problem of providing the drivers of the vehicle with a quick, safe route to the desired destination. Class discussion of this problem should reveal to the children the need for providing each driver with a sketch map of the community with the shortest route to the destination marked.

A more convincing learning situation can be created in such an instance if the children are permitted by the teacher, because of their inexperience, to overlook this step. The resulting confusion will serve to indicate the need for such a map on the next field trip. While at first glance this might seem like poor teaching, perhaps a trial and error method such as this would enable children to understand the need and use of a map in such a case, as well as to point out to them the need for careful preplanning for any activity.

SIMILAR learning situations can be created for testing the need to consult a number of references before attempting to solve a social problem. The class and teacher working together should decide on the problem to be tested. The class can then be divided into two groups. One group can attempt to obtain information about the problem from one reference. The other group should have available several references which contain pertinent information about the problem. After the children have obtained and summarized their information, a class discussion will undoubtedly reveal that the group, using a number of books, ferreted out facts, issues, and problems not even touched upon by the group using only one book. A wealth of information, compiled and summarized by their own classmates, should convince the children that one source of information is inadequate when attempting to solve a social problem.

Numerous simple experiments can be planned by the children in social studies classrooms with

the help of the teacher to test the worth of aids to study such as the index, table of contents, graphs, charts, and pictures. In a fourth-grade classroom, for example, before children are given training and practice in using an index, a learning situation such as this can be created. A small group of children, or the whole class, can be provided with several reference books containing information about a particular problem the group is studying. The children can then be asked to compile a list of all the pages in these books which contain information about this problem. Before beginning such a lesson, a time limit should be set with the class for carrying it out. Since the children will have little knowledge of how to use the index, they will obviously try to get the page numbers by thumbing through the book. An accurate record should be kept of the time consumed and also of the amount and type of work done by each child. After the class has spent a week or two learning how to use an index, the same experiment can be repeated. When the results are compiled and analyzed, the children should be convinced by their own efforts of the worth of the index as a study tool.

THIS type of learning situation can also be used in the upper grades to show children the need for mastering study aids. Instead of the teacher constantly telling the children they must learn to use study aids effectively, she can suggest that the children who use these aids efficiently match their ability to get information against a group who cannot. The results of such a test should convince the children who cannot use study aids efficiently of the need for mastering them. If, in their own minds, they are convinced of this need, they will be more ready to devote study time to learning how to use them.

The learning situations described are only a few of an untold number that can be created by social studies teachers to help children understand and evaluate the effectiveness of concepts, skills, study aids, and other tools of learning. If we as teachers are sensitive to such situations and use them wisely, we will do much to improve our "teaching" of children and eliminate the need for "telling."

The characteristics of man can be understood only when man is viewed as an active participant within a social environment. It is through our participation with others, sharing experiences with them or acting together with them for a common purpose, that we obtain our highest sense of the value of experience. (Hadley Cantril, *The "Why" of Man's Experience*. New York: The Macmillan Company, 1950. p. 157.)

The World Meeting

Anna L. Waldow

(Prelude)

Speaker: The members of our class enjoyed reading Eva Knox Evan's book, *People Are Important*,¹ and we wish to share our experience with you. In this book, Mrs. Evans tells her readers that although there are different and interesting ways of living, eating, dressing, and being polite, we are all people, important to each other and to the world.

Our own Virginia Gaumer has taken the basic facts from Mrs. Evan's book and written the following play for us.

(Curtain—Music)

(The World Crier rings the bell)

American Moderator: (Pounding his gavel) The meeting will please come to order. Are we all here?

All: Yes!

Moderator: We will now proceed to the business of the meeting. You all know that we have been called together to learn more about each other and to prove that though we differ in many ways, we are alike in others, and are more than brothers. There is someone here from almost every country in the world. But before we begin I would like the Secretary to read a few facts from the book, *People Are Important*.

Secretary: "For one thing, there are about two billion people all over the world. If you drew a circle to represent the world and put in it a dot for each person, you would need a piece of paper as big as the side of a house. One of the dots would be you. Two of them would be your parents. Three others would be your teacher or your boss, your next door neighbor and your best friend. There would be a circle filled to overflowing with dots for living persons. But

not one of you looks like a dot or feels like a dot, because you are you. You get hungry and like to eat. You get lonely and like company. You want to play when you feel like it. You get tired and want to sleep. You want to be happy. You want to be loved. Everything you do and want is important because it is all happening to you. Everyone you know feels that way too. We sometimes forget that everyone we don't know feels that way. Everyone is important. And another thing, everyone is very special because *no two people are alike*, not even two peas in a pod."

Pupil: How's that?

Moderator: "We are all colors, shapes and sizes." Just look at each other. "We all wear different kinds of clothes. We like different kinds of food. We speak all kinds of languages and live in houses of all different types and sizes."

Pupil: Mr. Moderator, in school we studied about the houses people lived in throughout the world. Early peoples lived in caves and others in trees and stilt houses.

Pupil: That's nothing, haven't you seen houses built high on stilts over and near the water today?

Pupil: People in hot climates would be uncomfortable in the type houses we live in. They live in homes whose walls are made of straw.

Moderator: That's good! Then you know that people all over the world are building their houses for protection and comfort, not to look all alike, and we have homes made of —

Pupil: Logs and wood, mud, brick and stone, ice and snow, paper and straw. Oh, lots of things!

Pupil: Some of us act in most peculiar ways, too.

Moderator: We certainly do. Here's an example. Some people dress up in their very best clothes when important visitors are coming. But in New Guinea people do just the opposite. They don't wear a stitch of clothes, but they do put a ring in one ear to show respect for visitors. To those neighbors, we are showing disrespect when we doll up in our best bib and tucker. Miss East Africa, tell us about one of your customs.

Miss Waldow, a teacher at the Logan School in Philadelphia, guided her fifth grade in the development of this play which was presented to an evening meeting of parents during Brotherhood Week. Virginia Gaumer, one of the pupils who was most active in the writing of the play, acted as moderator.

¹ Eva Knox Evans, *People Are Important*. Irvington-on-Hudson, New York: Capitol Publishing Company, 1951.

East Africa: I shall be glad to. You Americans shake hands, say "hello" and "How are you?" then go on talking when you visit. That would be rude to us. When we visit we go and sit quietly beside our friend. Then when he has finished what he is doing, he begins to talk to us.

Moderator: Is it true, Miss India, that in some parts of your country, you greet a person by placing a thumb on the side of the nose and waving the other four fingers instead of shaking hands?

India: Yes, but I wouldn't try it here. I got in trouble for doing that once.

Eskimo: Mr. Moderator, you have a custom which we think very strange. You kiss people to show you love them. In fact you do a lot of kissing. Some people in the world have never heard of kissing. In Alaska we Eskimos rub noses to show we love each other.

Australia: We rub faces in some parts of Australia.

China: We rub nose and cheek to say, I love you.

Moderator: We do kiss if we feel very friendly, but men in this country rarely kiss each other as in some countries. Even sons, when they get a little older, are embarrassed to be seen kissing their mothers and their fathers.

Frenchman: You Americans are too cold. We men in Europe, especially in France, greet each other by kissing, sometimes first on the left cheek, then the right cheek and again on the left cheek.

Moderator: We do act differently, but it isn't our fault. It's just the way we were taught and in what part of the world we live. But it is more important to remember that customs, habits, and manners began because people needed each other, needed ways to show friendliness and thoughtfulness—just that!

Pupil: Mr. Moderator, we are all exactly alike in one thing I know: We get hungry and like to eat.

Italian: Just now I would like to have a dish of ravioli.

Mexican: Give me hot tamales.

Chinese: Make a dish of kusho for me.

Pupil: What are you talking about?

Italian: Meat balls wrapped in dough, boiled and served with tomato sauce.

Mexican: A dough made from cornmeal and wrapped around ground meat and covered with hot sauce.

Chinese: Meat and vegetables stuffed into little round balls of dough and fried to a tasty brown.

Pupil: Just give me a hamburger sandwich.

Moderator: Regardless of what you have called this food, you have been talking about the same thing. Meat, ground meat I should say, cooked with dough. All make my mouth water.

Pupil: I know another way we are alike. We love to talk.

Pupil: And how!

Pupil: But we don't all speak the same language and we can't understand each other.

Moderator: True! However, we do make people know what we are saying!

Pupil: By a sign language. Remember the Indian who rubs his tummy and points to his mouth to show he is hungry.

Pupil: Annette always uses her hands when she talks.

Pupil: Don't forget how we talk to each other in school by signs when we think the teacher isn't looking.

Pupil: Yes, and the teacher nods and smiles, frowns and shakes her head to express what she wishes to say at times.

Pupil: Oh, all people do that!

Moderator: Our eyes, faces, and hands talk while our mouths are saying words. The language we use depends on where we were brought up. But there is a universal language. Do you know what it is?

Pupil: Music! Let's sing *I'm Proud To Be Me*.

(Singing)

Moderator: Yes, I'm proud to be me, even though my name is Giovanni, while yours may be French Joan, German Hans, Brazilian Joao, Spanish Juan, or Irish Soan. All in English mean John.

Pupil: Then Wilholm in German and Guglielmo in Italian are the same as William.

Moderator: If your last name is Kizilbashis in Turkey, L'Rourke in Ireland, Rossi in Spain, Rellini in Italy, or Reid in England, all of you have the same name, "Red Head."

Since everyone in America except the Indians were once foreigners, we have all kinds of names in our telephone books. They are just names which we got from our ancestors. And you know how our ancestors got them. It has nothing to do with a person's religion or color of his skin. Our name is our own and we can do with it whatever we like. We can change it if we want to.

Pupil: In the newspaper the other day we read that a man changed his name. The title of the article was "Judge Bok Okays the Name, 'Peaceful Heart.'" Judge Bok said that his name translated is "Polite Goat." So since the man

wanted to be called "Peaceful Heart" he could and it was so ruled.

Pupil: (girl) So I can change my name!

Pupil: You probably will later anyway.

Pupil: What I don't understand is why do people of the world have trouble getting along together?

Moderator: Did you ever stop to think that the feelings of people are pretty much alike? You know that when insulting things are said about you, you feel hurt and sometimes you use your fists. So do others feel hurt. They feel the same way you feel, even though they do not punch or smack you in the face. Mr. Australia, tell us, please, how some of the natives in your country settle quarrels.

Australian: In sections of Australia some natives settle a quarrel by taking one club between them. They take turns knocking each other on the head with it. The one with the hardest head wins. Want me to demonstrate?

Pupil: Nothing doing! I would rather settle it the way they do among certain Indians of South America. When a boy gets mad at another, he picks up a stick, and the other boy picks up a stick, too. They take their sticks to a rock and begin hitting the rock and not each other. It's all the same to the rock and it doesn't hurt either boy a bit. They whack the rock with all their might, and all the time they yell names at each other. They do this until one stick breaks then the fight is over. The one whose stick breaks first is the winner.

Pupil: The Indians of British Columbia had a better way to settle their disputes. They gave huge feasts and did not invite their friends, but their enemies. They would use up a whole year's supply of food on these parties. Probably this wasn't altogether right, but the idea of feeding the enemy was a very good one.

Moderator: Helping our enemy and following the *Golden Rule* would be a sure way to get along with people. It isn't easy, but it is worth trying. For no one can get along by himself. We need other people. What would we do for clothes if there were no one to grow the cotton, wool, and silk; no one to weave it into cloth? What would

we do for houses if there were no one to make steel to make the axes, saws, and nails? What kind of food would we eat if we had to grow all of it ourselves? But, most important of all, what would we do for fun and friends?

We Must Learn to Get along Together. Getting along together means remembering that all of us have peculiar ways and that people can be fun because of them. Getting along together means that we must learn to appreciate each other's differences. Getting along together means sometimes giving in when we'd rather not. It means learning how to apologize and how to accept an apology.

It took thousands of years for people to discover that fire can keep us warm and cook our food. It took thousands more to think of planting seeds and harvesting crops.

When we look around us at our houses and clothes, trains, planes and cars, our telephones, radios and television sets, it is hard to believe that people have struggled through the long ages to learn the things we've learned. The wonderful thing about people is that we keep learning all the time. Each year there are new books and new ideas, new medicines, new games to play, new ways of behaving. There seems to be no stopping us from learning. So *we can learn to get along together too. We can learn to understand each other. We can learn to understand ourselves.*

Pupil: Aren't we lucky to be people?

Moderator: Miss Secretary, will you read the last paragraph in Eva Knox Evans' book as a conclusion of this meeting?

Secretary: (reading) "There are two billions of us, living and working and having fun. Some we will never know, some we know very well. We are all people, different from each other in many interesting and curious ways. Yet we are all alike because each one of us is so important.

"If we can keep remembering that, everything will come out all right in The End."

Moderator: Before we adjourn we will stand and sing.

(Singing)

Moderator: The meeting is adjourned.

An outstanding characteristic of man is his ceaseless striving. Irrespective of the particular culture in which he is born, irrespective of the particular groups with which he may become identified, man seems to carry on constantly in some purposive way. As already indicated, when psychologists try to account for what it is that motivates men, they seem to disagree most with each other. No theory yet offered seems to ring true to our own experience. (Hadley Cantril, *The "Why" of Man's Experience*. New York: The Macmillan Company, 1950, p. 17.)

Vernon Louis Parrington and *Main Currents in American Thought*

Sidney I. Roberts

THE results of a recent poll, conducted among American historians, places Vernon Louis Parrington's three volumes, *Main Currents in American Thought* at the top of the list of preferred works published in the 1920-1935 period.¹ Unlike other books, this massive work did not have to wait long to receive the recognition in its field which the aforementioned survey gives it. When the first two volumes of Parrington's *Main Currents in American Thought* appeared in 1927, it won the Pulitzer Prize in history. This was the first time that a work on literature received this award. Although Parrington was then in his mid-fifties, few persons had previously heard of him. Several brief articles tucked away in obscure magazines, a chapter in *The Cambridge History of American Literature*, some reviews in the *Nation*, and a textbook anthology, *The Connecticut Wits*, constituted Parrington's efforts to get his ideas in print.² He was, "a man of one book, and that book comes close to being his biography as well as his bibliography."³

THE MAN

BORN on August 3, 1871, in Aurora, Illinois, Vernon Louis Parrington spent his formative years in the Middle Border, a fact which was to affect his politics, teaching, and literary work.⁴ At an early point in his life, Parrington became an active participant in the Populist movement and the midwestern radicalism of the eighteen-nineties. "To be young in Emporia while Mrs. Mary Lease and the 'Sockless' Jerry Simpson were on the hustings might well give one's political thinking a twist to the left, and that permanently."⁵ After spending two years at the College of Emporia, he transferred to Harvard and

entered the class of 1893, "which had among its members Oswald Garrison Villard, David Saville Muzzey and William Vaughan Moody."⁶ While at Harvard, Parrington engaged in no extra-curricular activities nor did he ever receive any awards or citations. He was not happy at Harvard. In fact, he had a great dislike for the sedate standards and sterile culture of the Cambridge campus.⁷ He found the "genteel tradition unsatisfying and artificial."⁸ In 1918, when Parrington finally got around to answering a questionnaire sent out to the members of his graduating class, he bitterly asserted that he had spent, "the past five years in study and writing, up to my ears in the economic interpretation of American History, getting the last lingering Harvard prejudices out of my system."⁹ Parrington's contempt for Harvard's realm of polite learning is quite frequently expressed throughout his book by the derisive use of the phrase, "narrowly belletristic" when he refers to the field of belles lettres.

Upon graduation he taught English Literature at the College of Emporia and later at the University of Oklahoma, where he lost his post as a result of what he called a "political cyclone."¹⁰ In 1908, Parrington became Assistant Professor of Rhetoric at the University of Washington where for the next twenty years he was to teach an enthusiastic body of students. His literature courses centered around such men as John Ruskin, Matthew Arnold, and William Morris. In

¹ J. W. Caughey, "Historians Choice: Results of a Poll on Recently Published American History and Biography," *The Mississippi Valley Historical Review*. XXXIX: 299 (September 1952).

² *Dictionary of American Biography*, Vol. XIV, p. 253.

³ Granville Hicks, "The Critical Principles of V. L. Parrington," *Science and Society*. III: 443 (1939).

⁴ *Encyclopedia of the Social Sciences*, Vol. XI p. 586.

⁵ William T. Utter, "Parrington," *Marcus W. Jernegan Essays*, editor, W. T. Hutchinson. p. 394.

⁶ Hicks, *op. cit.*, p. 443.

⁷ Henry S. Commager, *The American Mind*. p. 298.

⁸ *Encyclopedia of the Social Sciences*, Vol. XI, p. 586.

⁹ Alfred Kazin, *On Native Grounds*. p. 157.

¹⁰ *Dictionary of American Biography*, Vol. XIV, p. 253.

This brief commentary on the life and work of one of America's most distinguished scholars comes to us from a member of the history department of The City College in New York.

these men Parrington saw "the combination of cultural and politico-economic interests to which he had given his own sympathies and which his own writings were to exemplify."¹¹ The University administrators, however, were not always so well pleased by his unorthodox views and methods as were his students.

It was at the University of Washington that Parrington met Professor J. Allen Smith, a pioneer in the field of economic interpretation of American history. Smith exerted a profound influence on Parrington's thinking and subsequently on his literary work. That Vernon Louis Parrington felt indebted to J. Allen Smith cannot be doubted. In the Foreword to *The Colonial Mind*, Parrington asserts that to "the encouragement of the late Professor J. Allen Smith, I am under particular obligations." Parrington goes further and gives to his friend the greatest tribute that an author can pay by dedicating his work to "The Memory of J. Allen Smith—Scholar, Teacher, Democrat, Gentleman."

James Allen Smith set in motion the economic interpretations of the American Constitution. His work, *The Spirit of American Government* (1907) was a pioneer for Charles Austin Beard's more famous study, *An Economic Interpretation of the Constitution of the United States* (1913).¹² "Smith's ideas were an important influence in launching the Progressive movement, furnishing much of its ideological basis, although his book would have caused an even greater stir if it had been published a few years later. Despite the continuous perversions of democratic government by economic interests which Smith observed he remained, nevertheless, a good Jeffersonian democrat in his fundamental outlook."¹³

Thus, Parrington, deeply influenced by Hippolyte Taine, George Brandes, and J. Allen Smith, came to believe what he asserted in his book—that America was the product of "two native tendencies, the one democratic, agrarian and decentralized, the other conservative, capitalistic and centralizing."¹⁴ The result, strangely enough, was a literary history so well received by the American public that its praise and "applause was not limited by regional considerations."¹⁵

¹¹ Utter, *op. cit.*, p. 395.

¹² Earl Latham, editor, "The Declaration of Independence and the Constitution," *Problems in American Civilization*, p. vi.

¹³ *Encyclopedia of the Social Sciences*, Vol. XIV, p. 116.

¹⁴ *Ibid.*, Vol. XI, p. 588.

¹⁵ Bernard Smith, "Main Currents," *New Republic*, 98: 40 (1939).

HIS CLIMATE OF OPINION

PARRINGTON became part of a new school of history that was developing at the turn of the century. He completely rejected the ideas of the school of von Ranke. As Parrington saw his task it was not to accumulate data and present it to the reader with complete impartiality. "He interpreted American intellectual history as a struggle between the forces of freedom and privilege, and he deliberately took sides in that struggle."¹⁶ Professor Michael Kraus, in his volume, *A History of American History*, places his discussion Vernon Louis Parrington in a chapter entitled, "Interpretive Writing."¹⁷ In his Foreword to the *Colonial Mind*, Parrington boldly asserts:

The point of view from which I have endeavored to evaluate the materials is liberal rather than conservative, Jeffersonian rather than Federalistic; and very likely in my search I have found what I went forth to find, as others have discovered what they were seeking. Unfortunately the *means aequa et clara* is the rarest of attributes, and dead partisanship has a disconcerting way of coming to life again in the pages of their historians. That the vigorous prejudices and passions of the times I have dealt with may have found an echo in my judgments is, perhaps, to be expected; whether they have distorted my interpretation and vitiated my analysis is not for me to determine.¹⁸

This new school of American historiography had in its ranks such historians as James Harvey Robinson, Frederick Jackson Turner, Charles Austin Beard, and Arthur Meier Schlesinger. "These new historians were usually progressive, in the sense that they were not blindly patriotic and were sympathetic to the struggles of the small business man, the farmer, and in some cases, the worker."¹⁹ The scholars of this transformed school related social, economic and political problems into one coherent, interacting unit.

Some of the more vituperative critics of Parrington and his approach have called him a Marxian. This accusation is incorrect though not groundless! Parrington and his book are merely products of middle-class liberalism faced with the problems of a scientific and industrial era with its concomitant advance of materialism. On the question of an economic interpretation of history, Professor A. M. Schlesinger states, "there is no necessary connection between the

¹⁶ Commager, *op. cit.*, p. 300.

¹⁷ Michael Kraus, *A History of American History*, p. 453-98.

¹⁸ Vernon Louis Parrington, *The Colonial Mind*, p. i.

¹⁹ Smith, *op. cit.*, p. 41.

belief in the predominance of economic influences in history and the doctrine of Socialism. Most historians who have subscribed to the former view are not Socialists . . . the economic interpretation of history merely represents an effort to explain, from the viewpoint of economic tendencies, the deep flowing currents moving underneath the surface of the past."²⁰ What perhaps is the best vindication of Parrington (assuming he needs vindication) is the fact that Granville Hicks, writing in the Marxian journal, *Science and Society*, claims that Parrington was not a Marxist and found fault with him for not taking a Marxian approach to American literature.²¹

To Parrington, the tradition of democracy, liberalism, revolt, and radicalism were synonymous with Americanism. It was his belief that the best Americans were those who "spoke with the accent of radicalism."²² In America's past, Parrington elevates the so-called radicals and makes them the heroes of his book. He does not deny his acquaintance with the writings of Marx and Engels. In an unpublished letter, Parrington wrote:

I was a good deal of a Marxian, and perhaps still am, although a growing sense of the complexity of social forces makes me somewhat distrustful of the sufficiency of the Marxian formulae.²³

We are somewhat quite fortunate in that Parrington, in his third volume of "Main Currents" entitled, *The Beginnings of Critical Realism in America 1860-1920*, deals acutely though incompletely with his own times and outlook.²⁴ Applying the Parringtonian method, we see the writers of his era were greatly affected by a mechanistic pessimism. This produced a "world in which the divinities were science and the machine."²⁵ Science was bringing about a revolution in men's thinking while the machine was doing the same thing to men's lives. Against the infringement of science and the machine, Parrington, the Jeffersonian Democrat exclaims, "intelligent America is in revolt, the intellectual is in revolt, the conscience of America is in revolt."²⁶ It is necessary to "unhorse the machine that now rides men."²⁷

²⁰ Arthur M. Schlesinger, *New Viewpoints in American History*, p. 48-49.

²¹ G. Hicks, *op. cit.*, p. 456, 459.

²² Commager, *op. cit.*, p. 301.

²³ Kazin, *op. cit.*, p. 159.

²⁴ Parrington died suddenly in England June 16, 1929. This prevented his completing the last volume of *Main Currents in American Thought*.

²⁵ Parrington, Vol. III, p. 189.

²⁶ *Ibid.*, p. xx.

²⁷ *Ibid.*

The more influential current affecting the outlook of the literary men of Parrington's day was critical realism; a realism that was reflected in the refusal to venerate the old and the traditional, the refusal to blindly sanctify the Constitution of the United States, the refusal to see beauty in the labors of a farmer who toiled from sunup to sunset. Surrounding Parrington were such works as Edwin Markham's epic poem fashioned after Millet's painting, *The Man With the Hoe*; the works of the Muckracking school of Ida Tarbell and Ray Stannard Baker; Henry D. Lloyd's *Wealth Versus Commonwealth*; Lawson's *Frenzied Finance*; Lincoln Steffens' *The Shame of The Cities*; and Gustavus Myers' *Great American Fortunes*. On stage were such men as Thorstein Veblen, a social economist; Charles A. Beard, a political scientist; and Herbert Croly, a political critic. Even the poets—Mathers, Frost, Sandburg, Lanier—exhibited the influence of critical realism. The early decades of the twentieth century witnessed the protestings of a Frank Norris (*The Octopus*, *The Pit*); a Jack London (*The Iron Heel*, *The Revolution*); a Theodore Dreiser (*The Financier*, *The Titan*); an Upton Sinclair (*The Jungle*, *The Goslings*); and a Sinclair Lewis (*Babbitt*, *Main Street*).

Observing this intellectual outlook and much more, "The intellectual socialists of the period—the Walter Lippmanns, the John Spargos, the W. J. Ghents—nudged the progressive mind to become bolder."²⁸ A man as aware of the currents of contemporary life as was Parrington, needed little "nudging" to get into the picture of revolt which he was later to paint. William Morris, the English writer, had a profound influence upon Parrington who recalled that in his youth, "The flame of radicalism was making ready to leap up within me, it wanted only further fuel, and William Morris came bringing that fuel. . . . It was a message that stirred me to the quick."²⁹

HIS WORK

AS A hobby, Vernon Louis Parrington studied architecture. He did not, however, divorce his hobby from his work, for his *Main Currents in American Thought* is characterized by symmetry and balance of construction. Each of the three volumes is divided into three books, "which in turn are separated into parts each with its

²⁸ Kazin, *op. cit.*, p. 141.

²⁹ Vernon Louis Parrington, "Autobiography," MS., p. 49, as quoted in Eric Goldman, *Rendezvous With Destiny*, p. 106.

orderly subdivisions."³⁰ Every section of the three volumes was created with an almost poetic precision and is in complete balance with other sections. "As many as twelve times he rewrote a single section in this complex and delicate effort for harmonious adjustment."³¹ In his treatment of colonial America, Parrington builds his book on three pillars. In Book I, "Liberalism and Puritanism," where the liberals and the theologians battle against each other, Parrington sees the "emergence of two classes: yeomanry, gentry; and two ideals: Puritan and Yankee,"³² just as he saw the embattled Populists of his day engage the eastern bankers. In Book II, "The Colonial Mind," Parrington sees a change in population composition from the Atlantic seaboard settlers to the backwater frontiersman where the Tory Whig was to come in conflict with the American Democrat.³³ In Book III, "Liberalism and the Constitution," Parrington saw the clash of two philosophies, agrarianism and capitalism, just as he and J. Allen Smith engaged in the battle of the progressive farmers against the conservative East symbolized by the Constitution.

Parrington set up his formula which would produce a balanced design. If he could not fit the historical fact, or, "if he could not fit the individual to the design, he sacrificed him to it."³⁴ Recent historical research rejects the agrarian-capitalist alignment around the fight for ratification of the Federal Constitution.³⁵ Would Parrington's design have permitted him to see this? Would Parrington, the Jeffersonian, have been able to admit that Andrew Jackson, the "inheritor of Jeffersonian traditions" was not elected to office by a revolution carried out by the urban working class in their fight against the centralizing agent of the capitalist system—the Bank of the United States?³⁶

Our author's strong personal feelings—an anti-conservative and anti-polite learning—is expressed, even though he tries to be fair, in his

treatment and choice of "villains."³⁷ He was, for example, unduly harsh in his treatment of the Mathers, Thomas Hutchinson, Jonathan Edwards, and John Marshall "among other Puritans and conservatives,"³⁸ It was these men who planted the seeds, as early as the Colonial period, for what Parrington termed, "Capitalism with its banks and credit and elastic currency, and its psychology of speculation and industrialism with its technique of factory production."³⁹

Parrington's strong personal feelings are equally seen when he writes about his "heroes." Sam Adams, for example, is discussed under a section entitled, "The Mind of the American Democrat." What historian would say, as does Parrington, that "The single purpose of his (Sam Adams) life was the organization of the rank and file to take over control of the political state."⁴⁰ And then he went on to describe Sam Adams:

The modern term, professional agitator, most adequately characterizes him. He was an intriguing rebel against every ambition of the regnant order. He hated every sort of aristocratic privilege, whether in the form of overseas prerogative or later in the native guise of Federalism; it must be swept away and a new, democratic order take its place. In the pursuit of this great end he daily counseled treason and made rebellion his business. Loyalty to the government *de facto* was not virtue in his political ethics; he was not frightened into conformity by the stigma attaching to the term rebel. America was founded in rebellion, he well knew, and it should continue in rebellion till every false loyalty was cast off and concern for the common well-being accepted as the single loyalty worthy of respect.⁴¹

One could go on endlessly picking out parts of Parrington's work which reflect his times and outlook. As one would suspect, Parrington has painted his favorite ancestor, Thomas Jefferson, in only the rosier hues. For example:

That Jefferson was an idealist was singularly fortunate for America; there was need of idealism to leaven the materialistic realm of the times. It was a critical period and he came at the turn of a long running tide. He watched the beginnings of the political shift in America from isolated colonial commonwealths to a unitary sovereign state; and his wide reading and close observation had convinced him that the impending change was fraught with momentous issues for the common man.⁴²

When, however, Parrington asserts that, "In the major doctrines of his political philosophy Jefferson was an amalgam of English and French

(Concluded on page 28)

³⁰ Utter, *op. cit.*, p. 400.

³¹ Parrington, *Critical Realism*, p. vii.

³² Parrington, *Colonial Mind*, p. ix.

³³ *Ibid.*, p. xii-xiv.

³⁴ Kazin, *op. cit.*, p. 163-164.

³⁵ See for example, W. C. Pool, "An Economic Interpretation of the Ratification of the Federal Constitution in North Carolina," *North Carolina Historical Review*, XXVII: 119-141, 289-313, 437-461 (1950).

³⁶ Two studies analyzing the vote in urban areas are: E. Pessen, "Did Labor Support Jackson? The Boston Story," *Political Science Quarterly*, XLIV (1949), p. 262-274; and W. A. Sullivan, "Did Labor Support Jackson?" *Political Science Quarterly*, XLII: 569-580 (1947).

³⁷ Utter, *op. cit.*, p. 407.

³⁸ *Ibid.*

³⁹ Parrington, *Colonial Mind*, p. 398.

⁴⁰ *Ibid.*, p. 233.

⁴¹ *Ibid.*, p. 233-234.

⁴² *Ibid.*, p. 344-345.

Ideology and Foreign Policy

Carl Hamburg

NO COMFORT can presently be derived from an examination of the possibilities for conciliation of the conflicts now besetting the relations between the United States and Soviet Russia. Belief in some such possibility was creditable six years ago, but it gradually declined until now it has become synonymous with entertaining an almost treasonable optimism. Yet there is agreement on this much at least: both parties desire the achievement of peace, and neither is in doubt as to which of their respective schemes for the realization of this objective is preferable to the other. In the absence of reliable opinion polls, we are probably safe in supposing that there are about as many millions of people willing to lay down their lives for the actualization of one blueprint for peace as there are others ready to do the same for an alternative plan of their own.

THE NATURE OF THE CONFLICT

HISTORIANS and sociologists like to refer to this situation as manifesting "ideological conflict." Yet, if this be conflict, it surely is a rather mute one, with neither side displaying much curiosity indeed about the beliefs held by the other. One can probably dismiss the notion that Western citizens have subjected to very serious study either the "three laws of dialectical materialism" or the rather technical analyses in Marx' "Kapital." The same holds for the Soviet citizen vis-a-vis the West. More likely than not, he is beyond any articulate ideological conflict with the West in general or the U. S. in particular, if only because he is either ignorant of whatever religious, ethical, and political ideals have guided our conduct more or less effectively, or because he will have been told to look upon Western aspirations as primitive and misguided gropings towards what Marxism has finally and scientifically settled for all times. It would appear

that, to the extent that we do know the ideology by which the Soviet citizen is supposed to live, we should respond probably much in the same manner as an hypothetical Soviet citizen if he were given a chance to learn about the "American way." Both would find (a) wholly acceptable items; (b) items which would leave them wholly indifferent; and (c) other items which neither of them would like at all. Among the latter, the U. S. citizen would probably marvel at (1) the excessive glorification of the Soviet state; (2) the practical deification of Marx, Lenin, and Stalin; and (3) the infallibility-myth of the Communist party, which holds a monopoly on insight regarding the objectives of "government for the people."

AN HYPOTHETICAL Soviet citizen, on the other hand, would experience comparable difficulties with the Western trust that "the deity is always with us"; that a head of state must never be left in office long enough to profit from the experience; and that legislators and statesmen require no other qualification for their election to office than having been successful businessmen or lawyers.

Indeed, if we examine the propaganda line that is actually pursued by the U.S.S.R., we find that it almost never involves an outright criticism of Western ideology, of its Old or New Testament religions or of its democratic way of life. Instead, it is mostly directed towards attacking what are taken to be "typical" practices. It is much the same with Western resistance to further advances of Soviet influence. It is not the "Soviet Bill of Rights" which horrifies the West, but what happens to the rights of those who, in their religious, scientific, artistic or political beliefs do not hew close enough to a capricious party doctrine. Western reluctance to have peace and world government on Soviet terms, like Soviet reluctance to attain analogous objectives on Western terms, are explicitly based on their mutual exceptions to numerous objectionable practices rather than to clearly defined "ideological" conflicts which, even if realized more acutely, would still not require atom-bombs for their resolution.

Carl Hamburg is an assistant professor of philosophy at Tulane University in New Orleans. He has contributed to philosophical and scientific publications and is the author of a forthcoming book on "The Symbol Concept."

IN SPITE of the fact, however, that propagandists have concentrated on the irritating practices of each other, it would still be misleading to construe such propagandistic objectives as proper targets for military punishment of the offender. The U.S. is not likely to go to war because the American people, like people elsewhere, are outraged at reports of slave labor, nor even in protest against the loss of the "four freedoms" suffered by those under Soviet rule. Nor, for that matter, does it look as if the Red Army will be deployed for the amelioration of the much deplored condition of the American Negro, or for "breaking the chains" of the allegedly impoverished working "classes" in the U.S. The very fact that actual conflict between the two nations was not touched off by criticism of the domestic policies pursued by them, but rather by objections to the military, political or economic control extended to areas beyond their own territories, only serves to highlight the essentially non-ideological nature of the impasse under examination. This impasse can now be formulated in a strangely paradoxical manner:

First, both the U.S. and the U.S.S.R., if one is to take at face value the estimates they make of their own achievements, are very well off, indeed. Both think of themselves in almost identical terms. According to their respective self-concepts, they are both peace-loving, progressive pioneer nations, victors in the last war who freed the world from fascism and saved democratic institutions. Both believe in the stepping up of production as the saving gospel, both want more and better consumer goods, pay lip service to religion, favor science, clamp secrecy on some scientific findings, but even this only for the good of their peoples and to keep vital information from each other.

Second, both the U.S. and the U.S.S.R., seem to look strangely alike when we examine, not only the way in which they conceive of themselves, but also the manner in which they conceive of each other.

According to the U.S.S.R.

The U.S. oppresses its people by:

1. permitting great concentrations of wealth for the few, but permitting poverty of the many;
2. imposing slave-conditions on negroes and migratory workers;

According to the U. S.

The U.S.S.R. oppresses its people by:

1. permitting uneven distribution of consumer-goods with party-bosses getting the best; permitting poverty of the many;
2. imposing slave-conditions on political prisoners and others;

3. propaganda and preparation for war against the people's "democracies";
4. limiting the right of the people to impartial information by subservience of newspapers and radio stations to the interests of the classes owning these media of opinion-making;
5. letting "Wall Street" run Congress.
3. propaganda and preparation for war against democracy of, by, and for the people;
4. limiting the right of the people to impartial information by subservience of editors to the interests of an all-powerful Communist party;
5. letting a "council" of party-leaders run the Soviet legislature.

THREE CONCLUSIONS

IF ONE is to understand, therefore, why one nation must consider the other as a most serious threat to world peace, or why it must deny that it should itself be so considered, it simply will not do to focus one's attention merely on the way in which either looks upon itself or upon the other. Both as to the good which either nation believes to have achieved, and as to the bad of which it thinks the other capable, they seem to be coming to almost identical conclusions. To realize this is surely not to also maintain that the beliefs of either nation, or of both, are equally correct or credible. However, three inter-connected conclusions can be drawn from the contrast-analysis so far presented:

First, the nature of the current impasse between the U.S. and the U.S.S.R. is not intelligible in terms of the ideological aspirations which characterize the respective self-concepts of either nation. Recent discussion within the framework of UNESCO have shown that participating representatives from both sides of the Iron Curtain insist upon their present or eventual achievement of the self-same democratic ideals in general and governments "of, by, and for the people" in particular.

Second, the nature of the current impasse between the U.S. and the U.S.S.R. is not intelligible in terms of their ideological opposition to the self-concepts of the other. It is, therefore, not the case that military means for meeting the impasse can be grounded on what either the U.S. conceives to be the shortcomings of the U.S.S.R., nor on what the U.S.S.R. conceives to be the shortcomings of the U.S. Actually, both Western and Eastern ideologies involve beliefs which are both optimistic about their own eventual realization, and also inconsistent with the belief that military action can quicken their realization. Thus, according to Western belief, no government, divorced from the true needs of a people,

can hope to endure for long. Internal disruptions rather than external wars may be relied upon in the historical realization of political liberty. Correspondingly, the Marxist is committed to the thesis that capitalist states cannot forever resist what he takes to be the "iron laws" of an historical development towards socialism. The point here is simply that, on whatever other grounds military preparations may be justified, they cannot be based on the beliefs which one nation entertains, on ideological grounds, about the necessary changes anticipated for the other.

Third, the nature of the current impasse between the U.S. and the U.S.S.R., stripped to its core, can be stated in two propositions: both are ideologically wedded to a policy of peace, yet both remain engaged in a strategy of war. The reason for this discrepancy cannot be traced to theories which either nation holds, with whatever justification, of its own aspirations or of those of the other. Rather, does the U.S. infer from what it takes to be the nature of Marxist communism exactly what the Soviets infer from what they take to be the nature of imperialist capitalism; namely, that it is "the other" who must go to war. Here the issue is deadlocked precisely because, contrary to prevalent opinion, it does not concern the correctness of the beliefs which determine either nation to distrust the peace-declarations of the other. It is thus quite conceivable that the U.S. whether in capitalist prosperity or depression, may find it neither profitable nor necessary to wage war upon the U.S.S.R., unless the latter should scare itself into moving into ever more territories. Nor is it sure, on ideological grounds, that the U.S.S.R. must fight for "world-communism" or, if so, that it may not prefer to work from within, avoiding military action which, as a rule, strengthens national rather than international sentiments.

NO FURTHER discussion on the "nature" of capitalism, on the "nature of communism, and on what follows from either system with respect to war or peace, is likely therefore to be sufficient for an understanding of the peculiar impasse between the two. This interpretation would indicate that, what is at stake, is not the correctness of the beliefs by which either nation grounds its suspicion, but rather what follows, by way of military consequences, for one nation from the acceptance of such beliefs by the other. The question is not whether or not the U.S.S.R. believes correctly that the U.S. must prepare for war against communism, but whether or not the

U.S. will not have to make this a correct belief simply because, in holding it, the U.S.S.R. does constitute a threat against which the U.S. must indeed make such preparations. Replacing political constants with symbolic variables, the impasse under discussion must be located not on the level of A's self-concept $[A(A)]$ nor of A's concept of B $[A(B)]$, but on the level where A's concept of B's concept A $[A(B^A)]$ is not correctible by independent evidence but, instead, is both reinforced by and reinforcing B's conception of A's conception of B. On this interpretation, the seemingly paradoxical feat becomes possible that a false proposition of the sort "A must fight B" can turn into a true one, on no other grounds but that, if it is believed true by B, B's subsequent attitude may induce A to make it true. If so stated, the political impasse under discussion represents a variant of a situation described by sociologists in the so-called "Thomas-theorem," according to which "if men define situations as real, they are real in their consequences." Compulsions and prejudices, on the individual or group levels of action, are cases in point. Both psychologists and sociologists have had to seek new approaches to an understanding of phenomena where the entertainment of certain beliefs restructures the situation in a way which confirms originally false beliefs. The jealous husband, for example, who, falsely believing his wife to be unfaithful, acts upon this belief, will turn into a husband so trying that he is likely to make his wife wish for another one. He will thus produce the evidence which he incorrectly assumed in the first place. On the level of group phenomena, on the other hand, prevalent, yet unwarranted, belief in a specifically lower I.Q. performance by Negroes has tended to perpetuate social and educational conditions which, effecting lower performance, appeared to confirm what by now is recognized as an untenable belief in a correlation between some racial characteristics and intelligence-capacity.

The foreign political situation, if taken as a dramatic instance of a seemingly perverse "social logic," if not resolved, may nevertheless be clarified if thus viewed. Human knowledge of the factors controlling international relations is presently arrested at its pre-Galilean stage; much factual information and many generalizations are already recorded, yet we are unfamiliar with those decisive variables which, if known, could yield theoretical tools for the resolution of political feuds somewhat more effectively than is possible at present.

RECOMMENDATIONS

SINCE the foregoing ideological contrast-analysis was undertaken to make a contribution to the clarification, rather than the final resolution, of the difficulties besetting the U.S. and the U.S.S.R., it may close with the mere suggestion that competent minds would be well advised to explore those areas where analogous conflict-situations have been studied and resolved in small group contexts. From here, both theories and policies applicable to the more complex field of international relations may be developed. If it is plausible to assume that the U.S.S.R. is not exempt from those laws of historical change which beset all nations, it would be reasonable to expect that these changes may be both comparatively independent of ideological orthodoxy and also subject to be affected by such new political realities as may be initiated by the U.S.

Our contention that the current political impasse be viewed as essentially non-ideological in nature, is shared by two of the most influential of its interpreters. G. F. Kennan, one-time U.S. ambassador to the U.S.S.R., has argued for a non-ideological comprehension of U.S.S.R. foreign policy. He invites us to look at it as "Compulsions involved in the exercise and preservation of political power . . . (propagated by) men who had involved themselves in a desperate human predicament. . . . (*The Reporter*, July 7, 1953). According to Isaac Deutscher, British authority on Stalin, on the other hand, Stalin's death points to a "democratic regeneration" within the U.S.S.R., whose development should be understood as an eventual breaking through of the "social and economic conditions produced by Stalinism." (*Russia: What Now?*) It is not necessary to share either Mr. Deutscher's opti-

mism that it is the birthpangs of such coming "democratization" which the West is now witnessing, nor need one follow Mr. Kennan's rather gloomy conception of the U.S.S.R. as a "great, dreaming, unorganized human colossus, mute and unprotesting." It is sufficient to remember that, as a "human colossus," the U.S.S.R., as well as the colossal U.S., can benefit from facing rather than ignoring the fact that there is change in the cards for nations in history, at least three kinds of change, to be exact: towards fuller or lesser, realization of democracy within each of the two nations, and change towards each other, as two nations which can either frustrate or further each others realization of social equality, economic abundance, or both. Since all change towards realizing their respective ideologies will be arrested while both nations must sacrifice some of their political liberties and most of their economic abundance for the purpose of preparing for wars, hot, cold or lukewarm, it follows that, short of a change in their relation to each other, neither can hope to change towards its own realization of the political ideals for the sake of which they are presumably opposed. It may be wise, therefore, to shift emphasis from ideological praise and condemnation to an exploration of those factors through which foreign political change can be controlled. In the light of this situation it is as regrettable that social scientists should prefer to search for reliable knowledge in areas removed from the foci of political urgency, as it is dangerous that their potential contributions to politics should be discouraged at a time when critical probing rather than political conformity may be the reason and justification for the survival of democracy.

VERNON LOUIS PARRINGTON

(Continued from page 24)

liberalism supplemented by the conscience influence of the American frontier,"⁴³ he is guilty of an error. It is very doubtful that Jefferson was familiar with the writings of any French political philosophers other than Montesquieu prior to his writing the Declaration of Independence.⁴⁴

If one were to try, an almost endless list could be constructed of Parrington's anti-theological attitudes, his pro-farmer positions, his misinterpretations, as well as over-simplifications and

omissions. These cannot be rationalized on the basis that Parrington was an English and not a history professor. The cause is deeper than a mere unacquaintance with the historical material.

Parrington's work is provocative and stimulating. Although valuable, it can never be called definitive. Parrington saw American life largely in terms of his own personal experience—good and bad, black and white. History has many shadings, and the main currents of the American peoples' thought falls closer to the middle ground than to Parrington's extremes.

⁴³ *Ibid.*, p. 343-344.

⁴⁴ Utter, *op. cit.*, p. 405.

A Check List for Current Affairs, 1953-1954

Martha Jane Kennedy

YOU can plan now for your social studies classes a program of current affairs for the present school year. The topics listed below identify the national and world affairs recently receiving the greatest amount of social attention. This list resulted from the application of a newly developed technique. This technique and its validity were discussed at some length in this journal about two years ago.

To make this list the author counted and classified 9,050 magazine articles published between January 1, 1953 and July 1, 1953, and 1,576 lines from the 1952 Republican and Democratic political party platforms. The topics are listed in order of decreasing amount of attention received in the sources mentioned.

The results of this study are believed to indicate the topics of uppermost concern to the nation's public. To these national and international affairs the teacher should add matters of primarily regional, state, and local concern.

Teachers will find the list useful in several ways. It may be followed a topic at a time in weekly class discussions of current affairs. The list also may be used as a guide to pupils' reading of news periodicals or listening to newscasts. Pupils may employ the topics as headings in their current affairs notebooks or scrapbooks where these are assigned. High school teachers of courses in or sponsors of student clubs concerning current issues; international relations; and social, modern, or national problems or problems of democracy can use the list as a help in outlining the year's program. Groups or individuals engaged in curriculum planning in social studies will find the list a useful guide to the selection of currently significant aspects of our social world.

This analysis of the issues currently receiving major attention in the press, periodicals, and other sources was prepared by a teacher in the public schools of Sharpsville, Pennsylvania.

<i>Topic</i>	<i>Related Problems or Issues</i>
1. Transportation	Jet Propulsion—another step ahead in transportation.
2. Foreign policy	Will diplomacy alone bring peace?
3. Communication	TV Leads in communication.
4. Korea	Will the truce bring peace in Korea?
5. Education	Is federal aid to education inevitable?
6. Economic conditions	Is deflation ahead?
7. Federal finance	Should taxes be lowered?
8. Russia	Will Stalin's successors follow his policies?
9. Political systems	Has Communism stopped spreading?
10. Home life in America	Is the American home changing?
11. Justice in government	Can there be politics without corruption?
12. Labor	Will organized labor unite?
13. Defense	Should we arm or disarm?
14. Resources	Are our national resources adequate?
15. Agriculture	Must the government subsidize the farmer?
16. Science and medicine	A cure for cancer?
17. United Nations	United Nations, success or failure?
18. World trade	Should trade barriers be lowered?
19. Social welfare	Should social security be extended?
20. Statehood	Should Hawaii and Alaska be granted statehood?
21. Foreign Aid	Is the United States offering too much aid to the world?
22. Europe	Would a united Europe succeed?

Biography in the Social Studies: Changing Concepts

Ralph A. Brown and Marian R. Brown

HENRY JOHNSON has written that "the field with which the teacher of history has to deal offers as units of instruction individual human beings and groups of human beings."¹ It is, of course, the data connected with the former that we know as biography. Professor Johnson went on to point out that while instruction in history can begin with either the individual or the group approach, the latter is usually considered as the ultimate goal. "The usual view has been that history for children should begin with individuals as individuals, and that the subjects should be so selected and so treated as to prepare for a study, later in the course, of social groups."² Thus does Johnson describe the biographical approach to history—and the same would go for the biographical approach to the social studies.

Such a use of biography as an introduction to the study of social groups naturally implies that the study of individual human beings will be confined to the lower grades. This seems to have been advocated first by Rousseau.³ Yet Crane in suggesting that "pedagogically the argument for teaching biography goes back to Herbart,"⁴ may be on solid ground. Rousseau suggested the use of biography in the lower grades, but he did not visualize it as a preparation for the study of

social groups, and it was at least half a century later that educators began to introduce biography into their programs.⁵ This occurred in Germany in the 1820's and within 30 or 40 years an introductory biographical survey had become the usual approach to history.⁶ Johnson points out that the length of this survey varied greatly:⁷

In France it was completed at the end of the third year. In England it was often carried to the end of the seventh year, and sometimes to the end of the eighth year. In the United States many programs carried it to the end of the sixth year. Both in Europe and in America there were occasional demands that it should be carried even into secondary instruction.

It was Herbart and his disciples, such as Tuisikon Ziller, who were responsible for this new emphasis on the biographical approach to a study of group relations and activities, and Herbart believed that the task of education was the development of morality.⁸ Thus biography, by furnishing examples of people who had lived "proper" lives, could do much toward the development of moral character. Johnson puts it graphically when he says,⁹

To fill the minds of children with images . . . [of the best and greatest men], and to make these images factors in the adjustment and regulation of everyday conduct, was commonly regarded as the supreme aim of biography in school.

Among the early leaders of the movement for the introduction of biography into the schools of

This is the first in a series of articles in which the authors will deal with both methods and resources for using biography in the social studies program.

Dr. Marian Brown has taught social studies in the elementary school and in the junior high school. She has also worked in the field of guidance, serving for a time as vocational counselor at Cornell University, and as acting Dean of Women at the State Teachers College at Cortland, New York.

Dr. Ralph Brown, who for a number of years was editor of the department of Pamphlets and Government Publications for Social Education, taught extensively on the secondary school level and is now a professor of history at the State University Teachers College at Cortland, New York.

¹ Henry Johnson, *Teaching History in the Elementary and Secondary Schools, With Application to Allied Studies*. New York: Macmillan, 1940. p. 130.

² *Ibid.*

³ *Ibid.*

⁴ Katherine Elizabeth Crane, "Teaching American Biography," *Social Education*, 1:42 (September 1937).

⁵ Johnson, *Teaching History*, p. 131-2.

⁶ *Ibid.*

⁷ *Ibid.*, p. 133.

⁸ See John Schwarz, "The Use of Biography in Teaching the Social Studies," in *The Historical Approach to Methods of Teaching the Social Studies. Fifth Yearbook of the National Council for the Social Studies*. Philadelphia: McKinley Publishing Co., 1935. p. 95.

⁹ Johnson, *Teaching History*, p. 134.

the United States were Charles De Garmo, Charles and Frank McMurry, and W. T. Harris.¹⁰ All of these were supporters of Herbartian doctrine. At a conference in Madison, Wisconsin, in December, 1892, the Committee of Ten stated emphatically that the study of history in the elementary school must begin with the study of biography and mythology. The Committee of Five, concerned only with high schools, urged that "more attention must be given to the study of great men."¹¹ In 1908, the Committee of Eight called for the study of biography through grade five and for its use in a modified form in the upper elementary grades.¹²

The report of the Committee of Eight seems to have marked the heights of the use of the biographical approach to history, and within a decade there was a pronounced shift away from the use of this method.¹³ The reasons for this decline in biographical emphasis are many and varied. Reporting on two decades of elementary school social studies experience, on the eve of the Great Depression, Gerson claimed that the recommendations of the Committee of Eight in regard to the use of biography in the fifth grade had never worked out well because teachers would not subordinate biographical details to narrative development.¹⁴

Wesley discusses seven factors in the loss of ground suffered by biography during recent years,¹⁵ concluding that:

And finally some investigators had the courage to question the validity of the whole approach and to suggest that the study of groups might be just as easy and interesting as, and certainly of greater value than, the random pursuit of spectacular individuals.

It is obvious from even a casual reading of Dr. Wesley's pages that he has little regard for the biographical approach to the study of history.

¹⁰ See Schwarz, "The Use of Biography," p. 95-6. Schwarz says Charles McMurray accepted the Herbartian doctrine of education and was "quite certain that schools might well begin this development of moral character by presenting illustrations of personal conduct in the instructional material used."

¹¹ Schwarz, "The Use of Biography," p. 99.

¹² *Ibid.*; see also Florence H. Wilson, "Biography and the Use of Biography," in Richard Thursfield, ed., *The Study and Teaching of American History*. Seventeenth Yearbook of the National Council for the Social Studies. Washington: National Council for the Social Studies, 1915. p. 317.

¹³ Johnson, *Teaching History*, p. 137.

¹⁴ Armand J. Gerson, "The Social Studies in the Grades—1909-1929," *The Historical Outlook*. XX:269-70 (October 1929).

¹⁵ Edgar Bruce Wesley, *Teaching the Social Studies*. Boston: D. C. Heath, 1942. p. 130-31.

He is not alone among modern writers, however, in questioning its use. Johnson writes that:¹⁶

The biographical approach in school usually skipped from summit to summit without any reference to the connecting landscape. Even when the characters selected were in general significant from the point of view of history, the stories had as a rule little or no connection. Usually there was not even a pretense of combining the materials into a connected study.

Commenting on the Committee of Eight plan, Johnson notes that "Such an arrangement leaves much to be desired if biography is to be used as a real preparation for history."

Two decades ago the Commission on the Social Studies recommended attention to the personal element in history.¹⁷ During World War II, a large group of social studies people from all over the country agreed that "Realism will be enhanced by recognizing that the problems of our time are the problems of human beings living in a particular culture pattern," and went on to recommend "explicit attention to the great figures in American history."¹⁸

The educational literature of the last two decades contains an occasional article on the biographical approach to history. Kartozián listed 12 advantages and 11 limitations of teaching history through biography, based on a survey made under the direction of a professor of education at the University of Southern California.¹⁹ For his master of arts essay at the George Peabody College of Teachers, in 1939, Sloan made "A Study of Emphasis on Personages in American History Textbooks," and found very little attention to persons.²⁰ Williams comments that:²¹

Recently, during 1927, 1928, and 1929, there have been reported through the newspapers the results of a few scattered and limited studies . . . [of the use of biographical materials]. None of these present studies appears to have used any particular variation [from previous procedure].

¹⁶ Johnson, *Teaching History*, p. 136.

¹⁷ See the final volume in the report: *Conclusions and Recommendations*. . .

¹⁸ *The Social Studies Look Beyond the War: A Statement of Postwar Policy* prepared by an advisory commission of the National Council for the Social Studies. Washington: National Council for the Social Studies, 1944. p. 31 and 27.

¹⁹ Annie A. Kartozián, "Methods of Teaching History Through Biography," *The Historical Outlook*. XXIV: 14-15 (January 1933).

²⁰ Gene H. Sloan, "The 'Who' in American History," *Social Education*, V: 584 (December 1949).

²¹ L. A. Williams, *The Person-Consciousness of a Selected Group of High School Pupils*. University of California Publications in Education, Volume 6, No. 2, pp. 85-138. Berkeley, California: University of California Press, 1931.

Although the biographical approach to history has received little support in the last three decades, writers have been careful to point out that it has continued to be used as one aspect of historical study in the upper grades and often in high school, that its use for collateral reading has been extensive, and that biography continues to occupy "an important part in creating those understandings and attitudes which help the youth of our country to appreciate the story of their country's development and their privileges and responsibilities as growing citizens of a going democracy."²² On the other hand, Johnson notes that:²³

The idea was from the first brought into competition with the older idea of beginning with the home and community, and the older idea appears now again to be in the ascendant. In the United States the program for beginners has been growing more and more sociological.

The presentation of courses in American Biography by college history departments might be mentioned here as an indication of the continuing use of this approach. Johnson thought it strange that such courses had not won general recognition in colleges and universities "In view of the wide appeal of biography, the richness of the literature, and the special problems in historical criticism which it raises. . . ."²⁴ He mentions such courses at the University of Berlin and at Carleton College in Minnesota. Professors Lingley, Foley, and Vernon established a department of biography at Dartmouth College

and Professor Donald Bartlett is still there. Professor Riegel of that institution has given courses in biography at many other universities and colleges during summer sessions. Professor Dargan has been doing some grand work in biography at the University of New Mexico and Professor Hatfield did similar work at Columbia College, (S.C.).²⁵ Thirty-five years ago Walter Fleming began his course in American Biography, for freshmen, at Louisiana State University, and Fleming's students introduced similar courses in many other institutions.²⁶ Dr. Louise P. Kellogg's courses in "Representative Americans" was long one of the most popular courses at Wisconsin.²⁷

At a time when the chief vitality of biography as a course of instruction seems to be at the college level, classroom teachers in both elementary and secondary schools are showing an increasing interest in biographical materials. The past three or four years have also witnessed, on the part of publishing houses, major activity in the preparation of biographical materials for the use of children and young people.

This would seem to be the logical time for a reappraisal of the values to be realized, by the social studies teacher and his students, from the use of biographical materials. The second article in this series will, therefore, be devoted to such appraisal and analysis.

²² Personal interviews and correspondence.

²³ Milledge L. Bonham, Jr., "American Biography as a College Freshman Course," *The History Teachers Magazine*, VI: 257-58 (October 1915).

²⁴ Marion Dargan, "The Biographical Approach to History," Unpagged and unpublished manuscript, loaned to this writer by Professor Dargan.

²⁵ Wilson, "Biography and the Use of Biography," p. 318. See also Johnson, *Teaching History*, p. 137.

²⁶ *Ibid.*

²⁷ *Ibid.*, 139.

EIGHT ADVANTAGES OF THE CORE ORGANIZATION

(Continued from page 6)

achieve the special advantages enumerated above."

"Well, I'm glad to be better informed," said the visitor. "Instead of being an outmoded idea, as I thought, from your statements the core seems to have some future in American education."

"I do not know what will happen to the word, 'core,'" concluded the professor, "but its underlying philosophy has already been accepted in theory by American educators. In proof, I mention two of the most basic ingredients of the core, both already accepted by American edu-

cators and both of which will inevitably be of continuing importance in American education. These basic ingredients are: (1) the pragmatic idea of learning citizenship through living it in daily practice, and (2) personal growth through individual and group guidance (also citizenship-aimed). And just remember that in the core, these two basic ingredients are coupled. Both these ideas are valid and both can readily be sold to intelligent laymen and to tough-minded school administrators. In your words, 'I think they'll buy that.'"

Notes and News

Program of Fellowships for High School Teachers

The Fund for the Advancement of Education is announcing a program of fellowships for approximately 300 public secondary school teachers for the academic year 1954-55. This program is designed to permit the recipients to devote a year away from the classroom to activities that will extend their liberal education, improve their teaching ability, and increase their effectiveness as members of their school systems and communities.

It is the Fund's expectation that such an opportunity afforded to teachers of demonstrated ability will make a substantial contribution to the improvement of secondary teaching throughout this country.

The responsibility for designing the year's program rests primarily upon the candidate. Because this fellowship program is concerned primarily with the broadening of the individual, it is *not* designed to include those types of specialized activity in which the teacher has traditionally engaged during the summer months or during previous years away from the classroom, such as taking additional courses toward a graduate degree in a major subject or field in which the teacher has already had extensive training, or courses for credit in professional education.

In short, the teacher should plan the most stimulating year that he can conceive in behalf of his personal enrichment as a professional worker in the field of education.

The National Committee on High School Teacher Fellowships now believes that *all* teachers in public secondary school systems should have an opportunity to compete for these fellowships. At the same time, it recognizes that local school officials and citizens are best qualified to nominate teachers who can benefit most from this program. Accordingly, the superintendent of any secondary school district where one or more teachers desire to make application under this announcement is requested to appoint a local committee to nominate the most appropriate candidates from that district.

In rural areas where there are a number of local secondary school systems each serving a population of less than 2500 and each having its own superintendent, the combined area served

by such systems within a county will be regarded as a "secondary school district" for the purpose of nominating candidates. In such cases, the county superintendent is requested to arrange for the appointment of the nominating committee. Each local committee includes one school administrator, one classroom teacher, and at least three lay citizens who are *not* employees of the school system.

All classroom teachers in junior and senior high schools who have the necessary qualifications may enter the local competition. Eligibility for a fellowship is limited to teachers (1) who have taught at least three years and have devoted at least half time to classroom teaching in each of the past three academic years, and (2) who will not be more than fifty years of age on April 15, 1954.

Forms for both individual applicants and for local nominating committees are being distributed to superintendents in all high school districts throughout the country.

Individual applicants should not apply to the Fund for the Advancement of Education but only to their superintendent of schools or local nominating committees.

The amount of the fellowship award will be generally equivalent to the regular salary the teacher would receive during the school year (excluding summer, night school, or other "extra" work), but no less than \$3,000, plus reasonable allotments for necessary transportation expenses or for tuition in case the teacher registers at an institution for additional work. Only costs of transportation within the continental limits of the United States may be covered by the grant, though a fellowship recipient is free to undertake foreign travel at his own expense.

The recommendations of the local committees should be mailed so as to reach the offices of the National Committee on High School Teacher Fellowships no later than March 1, 1954. Final announcement of all fellowship awards will be made on or about April 15, 1954.

Northeastern Ohio

The annual Fall meeting of the Northeastern Ohio Council for the Social Studies was held at Kent State University, November 6. The principal speaker was Dr. E. B. Smith, Professor of History at Youngstown College in Ohio, who

spoke on the topic "Inside the State Department."

Officers to be installed in January 1954 were elected as follows: President, Charles Bennington, Boardman High School; 1st Vice-President, Estella Crewson, McKinley High School, Sebring; 2d Vice-President, Jesse Miller, South High School, Youngstown; Treasurer, John Durance, University School, Kent. The following were elected to the Executive Committee for three years: (Canton) W. L. Cherry, Lincoln High School, Canton; (County, Exempted and Independent Districts) Arlo Plough, Norton Township School; (Colleges) Ray Campbell, University of Akron.

Tentative plans call for a January meeting to coincide with the appearance of Eleanor Roosevelt at Kent State University. H.L.D.

Connecticut

The Connecticut Social Studies Teachers Association held three luncheon meetings on October 30, Teacher's Convention Day for Connecticut. At the meeting in Hartford, Ralph Kierstead spoke on "Our Natural Resources." In New London, the topic discussed was "Science and Our Modern Society." The Stamford meeting was addressed by Victor Pitkin on "Trends in the Social Studies." D.H.

Central Washington

The Central Washington Council for the Social Studies held its Fall Conference in the Chief Joseph Junior High School at Richland, November 7th.

The meeting was opened with a formal Coffee Hour at 9 a.m. The business meeting followed, during which time new officers were elected as follows: Carl Manske of Wapato, president; Wayne Yeager of Kennewick; vice-president, Mrs. Lillian Lang of Wapato, secretary; and Ed Whitley of Wapato, treasurer.

Retiring officers are Ray Carr, Ellensburg, president; Zelma Sutton, Wapato, secretary; and Patricia Keim, Wenatchee, treasurer.

The theme for the panel discussion following the business meeting was "Social Studies Teaching in an Era of Crisis." The panel was organized by Elsa Nordin of the Richland Schools. The moderator was Arthur E. Lind, Assistant Superintendent of Schools, Richland.

The sub-topic "Better Human Relations" was discussed by Walter Oberst of the High School in Pasco and Viola Ala of the Jefferson School in Richland.

Calvin Blair of the Columbia High School in

Richland and Mrs. Stanley Randolph from the Senior High School in Kennewick discussed the question "Is Teaching World Citizenship an Aim of Social Studies?"

The third sub-topic of the panel was "The Approach to Controversial Topics." This subject was discussed by John Hovey and Mrs. Ora Cottrill of the Chief Joseph Junior High School in Richland.

The speaker for the afternoon session was Lenel G. Shuck, social studies consultant of American Education Publications, who discussed "Teaching Current Affairs."

Local arrangements for the conference at Richland were made by Glen R. Webber of the Chief Joseph Junior High School. M.K.

Central Ohio

The Social Studies Association of Central Ohio has set up a series of five meetings for its 1953-54 program. Two of these meetings have already been held. On October 21 the meeting topic was "Teachers See for Themselves Through Summer Travel." Virginia Garrett spoke on "The NEA Trip Through the West Indies." Colored slides were shown from collections on Europe by Harriet Dieter; on the Hawaiian Islands by Lucetta Gearhart; and on the Western Parks by Margaret Willis. On December 2, Professor Milne, University of Bristol (England) and visiting lecturer in political science at Ohio State University, spoke on a uniquely appropriate "A Briton Visits America."

On February 17th, the meeting topic will be "The United States and the Problems of Asia," with Professor Matsue Kawei and a panel of graduate students from Asiatic countries. The March 27th meeting will be a Workshop in co-operation with the Elementary Teachers, Pi Lambda Theta, the English Club, and the In-Service Training Department of the Columbus Schools. The annual business meeting and banquet with speaker and program to be announced will be held on April 28. T.S.H.

All social studies teachers and social studies organizations are invited to send in materials for these columns. Send in notes on the activities of your organization or school and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, 1201 Sixteenth Street, N. W., Washington 6, D. C. Contributors to this issue: Harris L. Dante, Dorothy Hamilton, Max Klingbeil, and Talitha S. Herold.

Pamphlets and Government Publications

Manson Van B. Jennings

For Teaching Government

Five publications for sale by the Superintendent of Documents, United States Government Printing Office, Washington 25, may be helpful in studying our national constitution and the functioning of government. As background material, the Office of Education has published *The Declaration of Independence and Its Story* (1953. 37 p. 10 cents), a pamphlet of vest-pocket proportions, yet containing the full text of the Declaration of Independence, a few pages on the background of the Declaration, some short biographical notes on the men most closely associated with writing it, and finally some suggestions for studying the Declaration.

The United States Constitution (House Document No. 211, 83rd Congress, 1st Session: 1953. 62 p. 20 cents) contains a reprint of the Constitution together with ratified and unratified amendments. The distinctive feature of the pamphlet, however, is not the Constitution itself which can be found in many textbooks, nor the fact that all sections superseded by amendments have been so indicated; instead, it is the very elaborate 44-page analytical index that lends real distinction to this document, enabling the user to find article, section, and clause in the Constitution pertaining to each of the countless items in the index.

The provisions in the Constitution providing for the process by which bills become law are simplicity itself compared with the actual process. In *How Our Laws Are Made* (House Document No. 210, 83rd Congress, 1st Session: 1953. 30 p. 15 cents) the complexities of lawmaking are described from the initial step of introducing a bill in the Congress until the time it becomes the law of the land. At the end are four illustrations of the draft of a bill at various stages of obtaining Congressional approval.

Other questions concerning the functioning of our national government are answered in *Our American Government* (Senate Document No. 52, 83rd Congress, 1st Session: 1953. 64 p. 20 cents), which carries the subtitle, "291 Questions and

Answers, a Comprehensive Story of the History and Functions of Our American Government Interestingly and Accurately Portrayed." The question-answer format is not our favorite technique for presenting information, but it must be confessed that this pamphlet presents a wealth of factual material, much of which is not readily available in standard reference works.

Perhaps nothing is more complex in the study of government than the organization of the various departments, bureaus, and other agencies of the various branches of our national government. The best single reference work on this subject is the *United States Government Organization Manual 1953-54* (734 p. \$1), revised as of July 1, 1953. Organized and indexed for ready reference, this volume contains a brief presentation of the history and function of our governmental agencies, names the chief personnel associated with them, includes organizational charts, and deals in the appendix with quasi-official agencies and selected international organizations.

Other Government Publications

The 73rd edition of the *Statistical Abstract of the United States—1952* (1953. 1,081 p. \$3.25) introduces a completely new section on Comparative International Statistics, as well as presenting in its usual form the most comprehensive statistics available in one volume on the economy, society, and government of the United States. This should certainly be considered an indispensable reference work for any teacher concerned with historical or contemporary America.

In commemoration of the centennial of Commodore Perry's opening of Japan to commercial and cultural relations with the Western world, the Department of State has published *Centennial Celebration of the Opening of Japan—1853-1953* (Dept. of State Publication 5093: 1953. 28 p. 20 cents), a nicely written and beautifully illustrated booklet, rich in narrative and descriptive material. The introduction presents a brief biographical account of the early life of Commodore Perry and then turns to a review of Japanese

history prior to Perry's arrival on the Far Eastern scene. The main body of the pamphlet, however, deals quite dramatically with Perry's mission which was culminated on March 31, 1854, with the signing of the treaty of peace and amity.

Teachers of American history and economics may find useful the compilation of *Antitrust Laws with Amendments—1890-1951* (1953. 106 p. 25 cents) which reprints the texts of such laws as the Sherman and Clayton Acts, the Federal Trade Commission Act, the National Industrial Recovery Act, and acts relating to price discrimination. This is strictly a compilation of laws and includes no editorial or other explanatory comment.

The leaflet of the National Park Service, *The White House* (1953. 7 p. 5 cents), presents a brief history of the White House, together with pictures and a description of the White House as it is today after having been completely renovated in 1948-52.

The scope and magnitude of the work of the various departments of government is often portrayed very effectively in the annual reports of department heads. Such is the case with the *Fortieth Annual Report of the Secretary of Labor* (1953. 109 p. 40 cents), which deals with the fiscal year ending June 30, 1952.

Prepared by the House Committee on Un-Americanism under the chairmanship of Representative Harold H. Velde, *Organized Communism in the United States* (1953. 150 p. 35 cents) reviews the history of organized communism from 1919 to the present, reprinting many of the constitutional and other documents of such groups, and relating the activities of communist organizations within the United States to the worldwide movement led by the Kremlin.

The newly revised *Tensions Within the Soviet Union* (Senate Document No. 69, 83rd Congress, 1st Session: 1953. 92 p. 25 cents) was prepared by the Legislative Reference Service of the Library of Congress at the request of the Senate Committee on Foreign Relations. This pamphlet analyzes the deep cleavage that exists between the Kremlin and the great mass of Soviet citizens, leading to the conclusion that the Russian people—not their leaders—are potential allies of the free world.

Other items of interest include: *The Federal Budget in Brief* (20 cents), dealing with the fiscal year 1954; *Europe and the North Atlantic Area* (Dept. of State Publication 4944: 1953. 34 p. 15 cents), a description of the development and functions of regional organizations in that area;

Reading List on Housing in the United States (1953. 43 p. 15 cents); *The Story of the American Patent System 1790-1952* (1952. 35 p. 20 cents), organized in the form of a detailed chronological table, and including annual statistics on the granting and reissuance of patents; *Do You Work for Yourself?* (1953. 12 p. 5 cents), questions and answers relating to the self-employed and Social Security; *Your Social Security* (1953. 38 p. 10 cents), describing the nature, coverage, and benefits of Federal Old-Age and Survivors Insurance; *Slidefilms of the U. S. Department of Agriculture* (rev. 1953. 27 p. 15 cents), a catalog of Department of Agricultural filmstrips that are for sale (but can be purchased only from Photo Lab, Inc., 3825 Georgia Avenue, N.W., Washington 11); *2-2/3 Seconds* (1953. 10 cents), a bulletin-board poster prepared by the Federal Civil Defense Administration showing, in 26 pictures taken consecutively during the first 2 and 2/3 seconds after an atomic explosion, the effect of the blast upon a frame house located 3,500 feet from ground zero; and *Human Relations in Small Industry* (1953. 68 p. 25 cents), prepared by the Small Defense Plants Administration, designed to give "operating managers of small manufacturing plants a summary—illustrated with actual examples—of useful principles of human relations . . ." and valuable to students of labor relations for its analysis of this relatively new and increasingly important area of managerial responsibility.

All of the above-cited government publications can be purchased only from the Superintendent of Documents, U.S. Government Printing Office, Washington 25.

Science Research Associates

Although we have not cited their pamphlets in this column since the May, 1953, issue, Science Research Associates (57 West Grand Ave., Chicago 10) continues the production of its excellent 40-cent booklets grouped into three series: Junior Life Adjustment Booklets, Life Adjustment Booklets, and Better Living Booklets. The first two of these series are designed for use by secondary-school students, while the Better Living Booklets are written for teachers and parents. Among the booklets not heretofore mentioned are:

Junior Life Adjustment Booklets—

Mildred Hark and Noel McQueen, *Make Your Pennies Count*

Donald E. Kitch, *Exploring the World of Jobs*

Hermann H. Remmers and Robert H. Bauernfeind, *Your Problems: How to Handle Them*

Emery Stoops and Lucile Roseheim, *Planning Your Job Future*
C. Van Riper, *You Can Talk Better*

Life Adjustment Booklets—

Ralph G. Eckert, *What You Should Know About Parenthood*
Joseph C. Heston, *How to Take a Test*
Alfred G. Meyer, *What You Should Know About Communism*
W. Lloyd Warner and Mildred Hall Warner, *What you Should Know About Social Class*

Better Living Booklets—

Constance Foster, *Developing Responsibility in Children*
Ashley Montague, *Helping Children Develop Moral Values*
Harry N. Rivlin, *Improving Children's Learning Ability*
Ruth Strang, *Helping Children Solve Problems*

Materials From Industry

The Department of Information of the International Business Machines Corporation (590 Madison Ave., New York 22) has recently made available free of charge a pictorial chart that shows the place of Leonardo da Vinci in the stream of history by illustrating the main events and works of his life in chronological relationship with other personalities and events of his time. Printed in sepia and suitable for bulletin-board use, this chart highlights significant developments from 1450 to 1520, and is accompanied by a four-page mimeographed story of some of Leonardo's inventions and scientific studies.

The Standard Oil Company of New Jersey (Room 1626, 30 Rockefeller Plaza, New York 20) has many pamphlets it will send to teachers without charge. Available in quantity are: *A Generation of Industrial Peace* (1946. 63 p.) in which Stuart Chase reports his findings after surveying the Standard Oil Company in an effort to determine why the Company and its employees had experienced no major industrial strife during the past 30 years; *Conservation: Making the Most of Our Oil* (19 p.); and *World Energy and World Peace* (1948. 16 p.), an address by R. T. Haslam, Vice President of Standard Oil. Also available without charge, but not distributed in quantity, are: *Our Inexhaustible Resources* (1952. 11 p.), a reprint of an *Atlantic Monthly* article by Eugene Holman; *Oil for the World* (1950. 128 p.) by Stewart Schackne and N. D'Arcy Drake, a paper covered book, well illustrated with photographs and charts, describing the oil industry, something of its history, the technology, distribution, and uses of oil; and a set of nine wall charts dealing with the oil industry.

Incidentally, while some trade associations may distribute educational materials for school use,

a letter from the American Petroleum Institute indicates that their educational program is "operated at a local level by oil men . . . on a personal basis rather than by direct mailing."

In response to our inquiry concerning materials suitable for use in teaching the social studies, the Educational Service Section of the Aluminum Company of America (818 Alcoa Building, Pittsburgh 19) sent us their catalog of *Alcoa Educational Aids for Use in School and Industry*, listing visual aids and a few booklets, some of which may be of interest to social studies students.

Human Relations

A second edition of *Selected List of Human Relations Films* (1953. 59 p. 25 cents) is now available from the Film Division of the American Jewish Committee (386 Fourth Ave., New York 16). This catalog interprets "human relations" in its broadest sense and classifies more than 150 film titles into seven categories.

Adolph S. Tomars' *Human Relations in a Changing Society* (39 p.) is one of the 30-cent pamphlets in the Ethical Frontiers Series published by the New York Society for Ethical Culture (2 West 64th St., New York 23). This booklet, now in its fourth printing, focuses upon family, neighborhood, and personality. Other titles include: Theresa Wolfson, *Labor's Coming of Age*; Edwin J. Lukas, *Crime Takes But a Moment to Commit*; and H. Daniel Carpenter, *The Neighborhood—Grass Roots of Democracy*.

Geography

Two publications, available on a subscription basis, draw attention to the often-neglected area of geography. *Focus*, published monthly except July and August by the American Geographical Society (Broadway at 156th St., New York 32) and costing \$1 for an annual subscription, is a six-page leaflet, each issue of which gives attention to one major topic or area and presents in popular form the background facts and geographical interpretations of current world problems and problem areas. And subscribers sometimes receive large, four-color bonus maps.

Geographic School Bulletins is published weekly during 30 weeks of the school year at an annual subscription cost of 40 cents by the National Geographic Society, Washington 6. Each issue contains a variety of topics each of which is illustrated with photographs or appropriate maps. As can be seen from the low subscription cost, the actual cost of publication is borne by the Society as a contribution to education.

Sight and Sound in Social Studies

William H. Hartley

Film of the Month

German Children. 12 minutes; black-and-white or color; sale, black-and-white, \$65; color, \$65. Swank Motion Pictures Inc., 614 N. Skinker Road, St. Louis 5.

Here is a film which will be of real interest to elementary school pupils who are studying the way in which peoples of other lands really live. It's the story of how a nine-year-old boy lives through a normal day in modern Germany. The producers claim that this is the only non-political film on German life available today, and if this is true, it certainly fills a need for young people who need to look upon their fellow humans in other parts of the globe.

Dietrick is a typical boy of nine, energetic and curious about the world around him. We see him from the time he gets up and breakfasts with his brother to the end of his day. We follow him to school in the ancient town of Wetzlar and view with him the sights of the town, the chimney sweeps in their tall black hats, the exciting toy shops, the busy market place and the clock shop.

At school we find that life is not much different from here. He has lessons, recites, has recess, enjoys his milk and sandwiches, has further lessons and then returns home. First, there is homework to be done, then gardening and then time to play football and to take a hike along the river.

The evening brings a warm picture of family life with father foregoing his paper to share in the interests and doings of the boy. Finally, Dida, as he is known to his family, is off to bed, with a prayer and a warm goodnight from mother.

German Children will do much to dispel the feeling of difference that might exist in school children from country to country. The film leads to an understanding of the German people so that when the time comes when the pupil who studies the film is older and ready to make his own political decisions about other people he will have a basis of understanding which will help him to view others as not too strange and different but as ordinary people much like ourselves.

Motion Pictures

British Information Services, 30 Rockefeller Plaza, New York 20.

Coronation Day. 20 minutes; color; rental, \$5 per day. From the procession to Westminster Abbey through the ritual inside the Abbey and the return procession, all the highlights of this colorful event are beautifully photographed. The commentary clearly explains the significance of the various parts of the ceremony.

Coronet Films, Coronet Building, Chicago 1.

Our Big, Round World. 11 minutes; black-and-white or color; sale, black-and-white, \$50; color, \$100. Two air journeys are taken around the world. The first one, going from west to east shows children that the earth is round and that day and night are related to the position of the earth and the sun. The second trip is from north to south. It visualizes the climatic zones and how climate in the zones is affected by their distance from the equator. The film develops basic geographic concepts using the interests and general knowledge of children.

Student Government at Work. 11 minutes; black-and-white or color; sale, black-and-white, \$50; color, \$100. Shows how an active student council helps solve a lunch-room congestion problem by cooperating with the principal and advisor. The film increases student understanding of the role of student government and motivates intelligent participation in it.

Encyclopaedia Britannica Films, Wilmette, Illinois.

Arabian Bazaar. 10 minutes; color; sale, \$100. This film takes us to one Arabian market place where townspeople and desert dwellers participate in the business and pleasures of the market place. It is especially useful in elementary grade geography and social studies. The scenes are documentary in nature and give the viewer a realistic idea of the activities of the desert-dwelling Arab when he comes to town.

The Atom and Agriculture. 12 minutes; black-and-white; sale, \$50. This is a senior high school film in science which has considerable significance for social studies classes for it reviews some of the practical uses of radioactive materials in the improvement of modern agriculture. The tracer technique is clearly explained to show how the quality of plant and animal products may be improved.

Forest Ranger. 12 minutes; color; sale, \$100. Planned especially for middle grade classes in geography, science and social studies, this film introduces the work of Forest Ranger Ned Millard in one of our National Forests in a mountainous Western state. The early sequences give us a picture of some of his daily duties as he checks on trees, grass, watersheds, wildlife, and lumbering and irrigation projects. The final sequence shows the ranger's many and varying responsibilities in respect to spotting and fighting fires.

Filmstrips

New York Times, Office of Educational Activities, 229 West 43rd St., New York 35.

Current Affairs Filmstrips. Set of eight filmstrips, one each month from October through May. In about 55 frames the *New York Times* filmstrips depict the background and present-day significance of important issues in the news through the use of carefully selected photographs, maps, charts, and cartoons. The first three strips in this season's production are "Assets of The Free World," a survey of the resources that we and the other western nations have; "Toward European Unity," a report on political and economic progress toward unity in Europe; "Air Power In the Atomic Age," a survey of the various new types of aircraft and what air power means in terms of global concepts.

Young America Films Inc., 18 East 41st St., New York 17.

American Folklore Series. Set of four filmstrips in full color, \$22.50. Each strip dramatizes by means of puppets a famous folk tale. The titles are "Johnny Appleseed," "Pecos Bill," "Joe Magarac," and "Paul Bunyan."

Mass Communication. Set of four filmstrips, \$12. Deal with the important media of mass communication that effect our daily lives, how each reaches us, what it does, what some of the effects are. The titles of the individual strips are "Newspapers," "Radio," "Television," and "Motion Pictures."

Television and the Social Studies

The National Citizens Committee for Educational Television has completed its first annual report with an estimate that twenty-seven educational stations will be on the air by the end of 1954. Already twenty-two Construction Permits have been granted by the Federal Communications Commission. The most recent recipients of such permits being the University of North Carolina and the Wisconsin State Radio Council at Madison. Already several educational stations are on the air and substantial progress is reported in many cities.

Some idea of the rapidity with which educational television is catching on may be gained by looking around the country. In St. Louis, funds have been raised to build and equip its station and to operate it for more than a year. They are now within some \$240,000 of their three-year budget goal of \$1,405,000. Oklahoma is moving ahead toward the realization of a state TV network with the prospects of having two stations on the air by January of 1955. In Memphis, Tennessee, commercial station WMCT has given nearly \$162,000 worth of equipment to help establish a non-commercial station. In Philadelphia, Radio Station KYW has presented its FM tower and FM transmitter to the Delaware Val-

DRAMATIC! AUTHORITATIVE!

RECORDINGS
in
GOVERNMENT
POLITICS
WORLD HISTORY
U. S. HISTORY

Free catalog
AUDIO CLASSROOM SERVICES
323 S. Franklin St., Chicago 6

ley Educational Television Corporation which represents more than 100 educational institutions in the area. The Philadelphia Board of Education recently pledged \$150,000 toward equipment for the television station. Chicago's fund raising program is nearing its goal of \$1,100,000 which is needed to establish and operate a station for two years. Channel 48 in Cincinnati should be on the air early this year.

What Is Being Telecast?

In New York City, the Board of Education sponsors a series of programs entitled "The Living Blackboard." Carried by Station WPIX, these programs are designed for in-school and at-home viewing for the elementary school level. Every Tuesday, Wednesday, and Thursday at 2:00 to 2:30 p.m., programs like "Time for a Story," "Time for Science," and "The Air Age" are made available for classroom viewing.

Station WRGB in Schenectady, New York telecasts a program called "Fun With French" which features third grades. A similar program to teach Spanish is a regular feature of WHAM-TV in Rochester.

Bridgeport University in Connecticut is presenting TV courses in "Personal Adjustment in Family Living" and "Living With Literature." Indiana University offers TV courses in "Art Appreciation" and "The American Language." In both cases, enrollees for credit pay a fee and take on-campus examinations.

Youth Discussion of Television

The Junior Town Meeting League (the National Council for the Social Studies is a co-operating member) has long been interested in "Town Meeting Of The Air" radio programs for youth. In tune with the times, they recently appointed a workshop group to investigate and

to guide the telecasting of youth discussion programs. In cooperation with Wesleyan University of Middletown, Connecticut, they have recently made available a booklet entitled *Youth Discussion: On Television*. This 32-page brochure tells how to enlist TV-station cooperation, how to organize a youth discussion series, how to choose topics and prepare the participants and how to produce the show and build an audience. Here is a fertile field for enlivening social studies work. Copies of this booklet are free from the Junior Town Meeting League, 356 Washington St., Middletown, Connecticut.

Another example of the way in which social studies teachers may "get in on the act" is through the recommendation of worth-while programs for home-viewing by their pupils. One of the most stimulating of the network shows is NBC's "Youth Wants to Know," broadcast each Sunday. On this program statesmen, editors, and writers give their points of view in response to questions from a studio audience composed of high school students. The publishers of the classroom publications *The American Observer* and the *Weekly News Review* (Civic Education Services, 1733 K St., N.W., Washington 6, D.C.) cooperate with producers of this program by publishing in their periodicals biographical sketches of the person to be interviewed two weeks later on the "Youth Wants to Know" television program. They also serve as a clearing house to which students may send questions which they wish to hear discussed on the TV program.

Utilizing Commercial Telecasts

For practical help as to ways in which television may be used in education, every teacher should get a copy (they are free for the asking) of *Teaching With Radio, Audio, Recording and Television Equipment*, a publication of a committee with the long sounding name of Joint Committee of the United States Office of Education and The Radio-Electronic Television Manufacturers' Association on the Use of Communications Equipment in Education. This practical booklet gives many useful suggestions concerning the use of radio and television in the classroom. To obtain a copy write to Radio-Television Division, United States Office of Education, Federal Security Agency, Washington 25, D.C.

While waiting for educational telecasting to reach maturity there are a number of fine programs being broadcast over commercial networks worthy of recommendation to our pupils. Indeed, the social studies teacher has a definite responsi-

bility for guiding his classes in the choice of worthwhile programs, with the added advantage that they provide excellent background and discussion material for the classroom. For specific times when such programs are telecast, see local listings. The times given below are for the Eastern Standard Zone, but even here program times vary in different localities.

Day	Time	Title and Description	Network
Daily—Monday through Friday	4:30	"U. N. In Action" News from U.N. headquarters	CBS
Daily—Monday through Friday	7:15	"John Daly and the News"	ABC
Daily—Monday through Friday	7:30	"Douglas Edmond and the News"	CBS
Daily—Monday through Friday	7:45	"John C. Swazey and The News"	NBC
Tuesday	7:30	"Cavalcade of America," Historical drama	ABC
Wednesday	8:00	"Hopkins Science Review" Keeping up with the world of Science.	ABC
Sunday	1:00	"Youth Wants To Know" Young people interview leaders in national life.	NBC
	2:30	"American Forum of The Air," Debates on problems of the day.	NBC
	3:00	"The President's Week" Weekly activities of President Eisenhower.	NBC
	6:00	"Meet the Press." A panel interviews a national figure.	NBC
	6:30	"You are There." Famous events of the past reenacted.	NBC

Recent References on Educational Television

- Anderson, R. "World's First Educational TV Station," *Texas Outlook*. XXXVII: 16-19, May 1953.
- Applegate, S. "Let These TV Programs Help You," *Grade Teacher*. LXXI: 58, October 1953.
- Conrad, L. H. "Should Schools Use Television?" *School Executive*. LXXII: 25-25, August 1953.
- Danklefsen, M. "Televising Geography," *Journal of Geography*. LII: 253-7, September 1953.
- Dawley, J. M. "TV Politics and Citizenship," *New York State Education*. XL: 378-379, May 1953.
- Dunham, F. "Radio Vs. Television In the Schools," *School Life*. XXV: 115-116, May 1953.
- Faulkner, N. "TV Scoreboard," *Scholastic*. LXIII: 35, September 23, 1953.
- Farley, B. "Let's Look at Educational TV," *National Education Association Journal*. XLII: 278-279, May 1953.
- Glazier, R. C. "Winning Friends for Schools," *School and Community*. XL: 9-10, September 1953.
- Huseby, Harold. "Mass Media in the Classroom," *Education*. LXXIV: 73-80, October 1953.
- Schreiber, Robert E. "Let's Look at Television," *Phi Delta Kappan*. XXXIV: 289-292, April 1953.

Book Reviews

THE PRIMITIVE CITY OF TIMBUCTOO. By Horace Miner. New Jersey: Princeton University Press, 1953. xv + 297 p. \$5.00.

This is a book of genii, fetishes and vampires. Here in mysterious Timbuctoo mingle the natural and unnatural; the sorcerer mixing cowrie shells and goat's butter to produce vampires to the black magic of natives disappearing before your very eyes. But it is more than a book of Bela legerdemain or Timbuctoo taboos. It is a fresh approach to an anthropological study of the peoples of this French outpost. The publisher's blurb reads "... the city is inhabited by Arabs, by the Bela slaves of a fierce nomadic tribe called the Tuareg, and by the Songhoi, an African tribe of the French Sudan. The Bela have never been studied before; the Songhoi have not previously been reported in any detail; and the nature even of Arab culture in the French Sudan is little known." The author, a brilliant socio-anthropologist at the University of Michigan, and his wife spent seven months observing, collecting, experiencing, and witnessing various rites and customs of these heterogeneous people.

Tremearne has said that "West Africa is a medley of sensations." That statement is certainly true from the standpoint of a micro study of Timbuctoo. Starting as a centrepôt because of its favorable location, the early city flourished first under the Arabs, then the Tuaregs, the Songhoi, the Moors, and finally the French. Early history of the city was only fragmentary until 1830 when Rene Caillié successfully visited the city and lived to return to Europe and reported his findings that any substantial information became available. The author takes up in successive chapters a detailed discussion of the people of Timbuctoo, e.g., peoples of the Arab, Songhoi, and Tuareg cultural bases. Pictures and diagrams show native dress, industries, and even hair patterns of children. A schematic plan of Timbuctoo is added to give a clearer picture of the city quarters. Religious beliefs and taboos are dealt with at length and one soon arrives at the conclusion that even here native life is made up of one superstition after another with functional black magic to add emphasis.

The ever-present problem of sex ultimately rears its head from pages 175 to 202 and love-

making native style is interesting and in some cases humorous, to put it mildly. Mating is eventually followed by birth and it is a miracle that the infant mortality rate is not any higher than it is. Between social diseases and abortions "it is a rare woman in Timbuctoo who bears more than six or seven children ... three or four live births is closer to the norm." Chapters on Death and Afterlife, Patterns of Conflict, and City-Folk conclude this 14-chapter tome. References and a glossary of native terms appear at the end of the book. The student of the social sciences will appreciate this latest information on the inhabitants of Timbuctoo and the anthropologist and sociologist will find a refreshing treatment of this problem of man and his attempts to get along with himself and his fellowman. This is portrayed against a backdrop of educational blackness for which Africa is unjustly famous.

JAMES K. ANTHONY

Southern University
Baton Rouge, Louisiana

METHODS IN SOCIAL RESEARCH. By William J. Goode and Paul K. Hatt. New York: McGraw-Hill Book Company, Inc., 1952. vii + 386 p. \$5.50.

Twenty-five years ago a book such as this would (1) not have been written or (2) not have been marketable among sociologists. It is a significant commentary on the changing emphasis in sociology that a consideration of methods of research has now come to occupy such a pivotal position. The authors of this book have made a notable contribution by presenting a forceful case for the use of more rigid scientific procedures in investigating social phenomena.

The pervading emphasis of *Methods in Social Research* is that sociology is a scientific study and that it stems, like the biological or natural sciences, from a common methodological basis. "The growing methodological sophistication and technical skill of sociologists," they write, "are a direct outcome of the fact that at last they see their field as having the same foundations as any other science. The first task of this volume, therefore, is to deal with the applications of the fundamentals of science to the field of sociology." (p. 5) This task is extensively and ably ac-

Just Published

THE WORLD'S HISTORY

Revised (1954) Edition

LANE, GOLDMAN, AND HUNT

A thorough and up-to-date revision of a leading world history text . . . a major achievement in the design and color-printing of social studies textbooks.

Accompanying teaching aids off press next month:

- STUDENT GUIDE AND WORKBOOK, with unit tests, by Ruth O. M. Andersen
- TEACHER'S MANUAL, by Erling M. Hunt and Louis Vanaria

HARCOURT, BRACE AND COMPANY

New York 17 Chicago 1

completed in the first eight chapters. Of particular value to the social researcher is the excellent treatment of the importance, function, wording and testing of hypotheses.

In the remaining chapters the authors limit themselves to specific techniques. These include a consideration of questionnaires, interviews, scaling techniques, population research and case analysis. A very helpful chapter on the use of the library is contributed by Joseph S. Komidar.

It is difficult in a book such as this to avoid taking a stand on some rather crucial controversies and issues about which professional sociologists differ. One such controversy centers about the relative significance and value of the so-called "intuitionist" and "neopositivist" approaches to the study of social behavior. The authors have wisely pointed out that the controversy is not so severe now as it has been, that "the conflict has died down," and that the "most valuable outcome of the conflict period was not in the 'victory' of either side, but in the fact that all concerned were forced to re-examine their concepts, premises, and procedures." (p. 3) It should be noted, however, that there is little question as to the leanings of Goode and Hatt—they are decidedly in the neopositivist direction.

In fact it is this strong positivist bias that accounts for the major criticisms that this reviewer can make of the book. First, it tends to give the reader the mistaken impression that sociology has a much firmer scientific basis than it indeed has. Secondly, it led to some questionable evaluation of the significance of quantifying certain data. The first criticism could have been met by a more judicious and frequent consideration of the *limitations* of the scientific method as applied to social phenomena. The undergraduate sociology major (for whom the book is intended) is too likely to obtain the mistaken impression that sociological investigations have an objectivity and validity that even the researchers would hesitate to attribute to them.

The second criticism is specific, but its implications are general and rather disturbing. On pages 326-7 the authors cite a study by Lasswell, Leites, and others which they describe as being "at the polar extreme from an intuitive approach." The study consisted in part of a tabulation of the number statements in *The True American* (a fictitious name) which were "content with or opposed to Nazi propaganda." Included in the list are such statements as "The President of the U.S. is objectionable." "Japan is

**Announcing four new titles in the outstanding
YOUNG TRAVELER Series!**



THE YOUNG TRAVELER IN IRELAND by M. Herring
THE YOUNG TRAVELER IN AUSTRALIA by K. Monypenny
THE YOUNG TRAVELER IN NEW ZEALAND by M. Harrop
THE YOUNG TRAVELER IN SWITZERLAND by M. Meier

FRANCES CLARKE SAYERS, *American Editor*
Each fully illustrated with photographs, map and sketches

Unparalleled as enrichment for the social studies, these new YOUNG TRAVELER books (like the initial volumes which dealt with England and Wales, Sweden, France, and Holland) combine fascinatingly detailed, authentic information about life in other countries today with high story value, fine writing and lively narrative. "Highly readable and delightfully informative. . . . Valuable both for recreational reading and for social studies."—Richard J. Hurley, Head, Library Science Dept., Catholic Univ. *Ready: April*. Gr. 5-10 Each \$3.00

An exciting story of pioneering days—

COURAGE WINS by Grace and Harold Johnson

Set in the time of the opening of the Western Reserve in Ohio in the early 1800's, this is the absorbing story of the Cobb family who travel westward by covered wagon to find a new and sometimes dangerous life. *Ready: March*. Gr. 5-8 \$2.75

E. P. Dutton & Co., Inc.

300 Fourth Avenue

New York 10

powerful." "The U.S. is weak." "Nazi Germany is strong." "The U.S. and the world are menaced by (a) communists (b) Jews (c) . . ." The overwhelming number of such statements were "consistent with" the Nazi party line. The authors cite this "systematic technique for coding the content of the newspaper" as "genuine evidence" which was "used for actual court proof" in the sedition indictment of William Dudley Pelley. Shades of "guilt by association"!

In fairness to the authors it must be said that they certainly do not argue in favor of such specious reasoning, but the net effect of their illustration is potentially very misleading. For here especially there lurk the pernicious notions that correlation implies a causal relationship and that quantification insures scientific objectivity. The careful reader who is able to chart his way warily around such obstacles, however, will find in this book a cogent analysis of the nature of social research and extremely useful examples of how such research may be implemented.

STANLEY P. WRONSKI

Boston University

AMERICAN FOREIGN ASSISTANCE. By William Adams Brown, Jr., and Redvers Opie. Washington: The Brookings Institution, 1953. xii + 616 p. \$6.00.

Volumes published by The Brookings Institution in recent years have tended to be rather heavy and comprehensive and the present volume is no exception to that pattern. It attempts to deal and deal exhaustively—in spite of disclaimers—with the totality of American assistance to other countries between 1940 and 1952. That is a tremendous job and it is carried out in an exceptionally fine style, as would be expected. Just how long the program under consideration will go on and when another monumental volume such as the present will be justified is uncertain.

The treatment begins with Assistance prior to and during World War II. It continues into Assistance in the years following the war and then runs off into various topical problems such as European recovery, the Far East, backward countries, and security. Two chapters at the end bring conclusions and appraisals. There are ample tables and bibliography.

On the whole the treatment of the subject presented here is detached and objective, of course. On the other hand it is distinctly not lacking in

definite value judgments. It will certainly not satisfy either the bitter opponents of foreign aid or the enthusiastic supporters of this activity, both far removed from the realities. The authors are of the opinion that this sort of thing is desirable and even necessary; they also do not harbor any illusions about its magic power. If anything they are too deeply immersed in the details of administration to give adequate attention to appraisal or else they are unduly squeamish about it. Particularly in the section dealing with Security they feel, perhaps naturally and justifiably, an obligation to be very restrained in their judgments (see end of Chapter XX).

On the whole, however, this is a very fine and very valuable contribution.

PITMAN B. POTTER

The American University.

THE JOURNAL OF CHARLOTTE L. FORTEN. Edited by Ray Allen Billington. New York: The Dryden Press, 1953. 248 p. \$5.00.

Charlotte L. Forten was a sensitive, romantic, conscientious and delicate daughter of the mid-Nineteenth century. More noteworthy, she was a Negro. Her diary tells of her experiences as a student and then as a teacher at Salem, Massachusetts in the 1850s, and subsequently as an instructor of freed slaves on St. Helena Island, off the South Carolina coast, during the Civil War. The account has its greatest interest as an expression of the psychology and reactions of an educated and sensitive Negro living in a civilization which accepted Negro slavery. Charlotte Forten was extremely bitter, and filled her diary with passionate protests against the treatment given her race. American theoretic democracy, including the celebration of "Independence Day," seemed to her a travesty, and even though deeply religious, Miss Forten at one time questioned how she could remain a Christian when her race was so badly treated by professed Christians. Only rarely did she relax—as when she donned her Bloomer costume and climbed a cherry tree. For the most part she worked beyond her strength to prove a credit to her race.

The racial situation so dominated the mind of Charlotte Forten that she found little time to record other situations in her diary. Now and then she characterized the great number of notable lecturers, including such men as Whittier, Emerson, Parker, and Lowell, who appeared in Salem, but most of her writing was of the scenery, her reading, and above all the abolition lectures

she attended and the abolition literature she read. Even her war experiences were touched lightly except as they concerned the Negro soldiers. This preoccupation with racial difficulties was only natural, but the reader of the diary sometimes feels that she minimized the very real friendship and help given her by many whites, and that she would have developed into a better rounded and more impressive person if her mind had not been so completely absorbed with the abolition cause.

Professor Billington has done a very thorough research job to provide a fairly long biographical sketch and extensive notes on the text. Possibly he has been a little too ready to accept the partisan abolition literature as dispassionate truth, but in any case he deserves commendation for making the diary available in this fine printing.

ROBERT E. RIEGEL

Dartmouth College

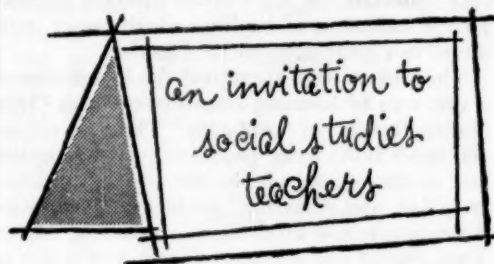
THE STORY OF AMERICA. By Ralph Volney Harlow and Ruth Elizabeth Miller. New York: Henry Holt and Company, 1953. xxiii + 568 p. \$4.28.

When the senior high school teacher of social studies is confronted with the task of selecting a suitable textbook for his students, these days he immediately casts his critical eye into one of three directions—the gifted student, the average student, the slow reader—probably the latter.

Responsible for meeting specific standards, he quickly peruses the pages of the new textbook for (1) format appeal, (2) visual aids, (3) comprehension level of the text, and (4) additional aids to learning.

From the viewpoint of this visual-minded classroom teacher who studies the practicability of a textbook with jaundiced eye, this textbook's format has met the first test. It is arranged attractively into two columns per page with ample illustrations which vary from photographs to cartoons—both original and editorial—to maps and charts. Each illustration is adjacent and pertinent to the text. The reader's eye runs quickly to the photograph or cartoon and back to the text without the danger of a break in thought. Credit this factor as an asset of this textbook. The captions adjacent to the photographs and editorial cartoons are captioned in a manner to cause the reader to concentrate attention on the subject. A random selection is the following:

An editorial cartoon entitled, "The Big Stick in the Caribbean Sea" [From the Herald (New



- Cray American History Test
- Dimond-Pfieger Problems of Democracy Test
- Cummings World History Test

for grades 9-12

Each test is the product of authors of recognized standing in their particular subject fields.

Review these special classroom tests—write for information material and specimen sets.

Order them from

WORLD BOOK COMPANY



We invite you to review SOCIAL STUDIES TESTS

designed for the classroom teacher

These tests, part of Evaluation and Adjustment Series, measure class and student achievement. This evaluation does more than determine status. It permits appraisal of individual performance in relation to ability. World Book Company's social studies tests are especially convenient, easy to use.

These reliable tests are designed to measure objectives of present-day school instruction with the best of present-day testing techniques.

All tests are objective. Most can be given by teachers during a single class period. Test booklets are re-usable. Answer sheets can be hand- or machine-scored.

Yonkers-on-Hudson, New York
2126 Prairie Ave., Chicago 16

York]] shows Teddy Roosevelt wading through the Caribbean Sea, a club over his right shoulder and a fleet of ships at tow behind him. The accompanying caption reads: "CARIBBEAN POLICEMAN. This cartoon makes fun of Theodore Roosevelt's acts in the Caribbean area. He felt the United States must wield the Big Stick to make the neighbor nations behave and pay their debts to Europe." The teacher of gifted students would be inclined to dismiss the caption. He would expect the student to interpret the cartoon with the use of challenging questions. The average student and the slow reader would read the caption and associate the cartoon with the story relating to it. This leads us to the next test of this book.

A random sampling of any area of the text reveals an absence of polysyllabic vocabulary which discourages the slower reader from undertaking his daily assignment. This, however, does not preclude the presence of sufficient historic facts. The average reader will find this text highly satisfactory. The dictionary is not an essential tool to the reader of this volume.

This reviewer is particularly impressed by the variety of visual appeals. The monotony of text

so often found in the customary history textbook is avoided by the authors' conscious effort to break up their spaces with boxed outlines, appropriately selected photographs and editorial cartoons and even symbolic penned sketches. The authors manifest their cognizance of the reader problems in the planning of this book.

Additional features are the chapter endings which include concise summaries, lists of terms to be learned, the customary list of questions for discussion and suggestions for the more vocal-minded as well as the scribendi. Also scattered through the pages at strategic milestones are "Landmarks" where the reader finds lists of the facts covered.

To this reviewer, this textbook appears to be the first of what may be an impending rush of similarly edited senior high school history textbooks on the market. Until more of these appear, the judgment of this reviewer is favorably inclined. It will meet the needs of our current student bodies. It may not, however, replace the traditional textbook too quickly for lack of funds.

JACK W. ENTIN

Forest Hills (N.Y.) High School

EUROPEAN POLITICAL SYSTEMS. By Taylor Cole, editor. New York: A. A. Knopf, 1953. xii + 699 + xxi p. \$6.00.

Every teacher of modern history and social science finds it useful to have an up-to-date textbook for his own use on foreign governments. This book, edited by Taylor Cole, fills the need so far as modern Europe is concerned. There are six sections of several chapters each devoted to Soviet Russia, Eastern Europe, Germany, Italy, Great Britain and France. Each unit is written by an author who is a recognized authority in his field and who has other publications to his credit.

Perhaps the greatest asset of the book is that it does not limit itself to the description of current institutional developments. It includes as well a discussion of underlying forces and theories which influence the government and politics of the nation. Such forces as agrarianism, constitutionalism, clericalism, etc., are woven into the treatment. Each section carries a highly useful selected bibliography. The index is very well prepared and a great help to the sporadic user.

The style of the book, absence of diagrams and pictures, make it essentially unsuitable for high school students. It is probably a useful volume for the high school library and for student and faculty reference.

HUGH A. BONE

University of Washington

PERSONALITY, WORK, COMMUNITY—AN INTRODUCTION TO SOCIAL SCIENCE. By Arthur Naftalia, Benjamin N. Nelson, Mulford Q. Sibley, and Donald C. Calhoun, assisted by Andreas G. Papandrea. New York: J. B. Lippincott Company, 1953. xvii + 1129 p.

The editors of this collection of readings, all of them associated with a general social science program at the University of Minnesota, although becomingly modest as to their accomplishment, have made an important contribution to the supply of work materials of the college social science teacher.

Recognizing the fact that general education programs are still in experimental stages in most colleges, the editors remark that "... we believe that the last word has yet to be spoken in this controversial field, and it is with a sense of severe limitation and an awareness of the extreme tentativeness of our effort that we present this volume of readings." Perhaps they are too modest, for, regardless of change in opinion

regarding the best means of integrating social science materials, the editors have brought together a large collection of readings which ought to be useful to a great many social scientists.

The editors have attempted the integration of a vast area by focusing attention on three "integrating themes" or "problems." These are not social issues as the term "problems" usually implies, but, as the editors put it, they "... are basic, enduring, and recurring" problems. Theme One is the problem of attaining a *personality*, Theme Two, that of gaining sustenance out of scarce resources, or *work*, and Theme Three, the processes of human association, or *community*.

The readings are from the works not only of social scientists, but philosophers, novelists, poets, and theologians, for the editors believe that, since the social scientist and the humanist alike deal with human nature in society and culture, one can afford to ignore neither. As they put it:

We believe, too, that the social sciences are most fruitfully pursued when their close connection, not only with one another, but also with the humanities, is recognized. Both the social sciences and the humanities, after all, purport to treat of human nature in society and culture; and he who would comprehend the complexities of human personality and society cannot afford to ignore either the "scientist" or the "humanist." Social phenomena, we believe, call for ever more exacting, rigorous, and detailed analyses and, where possible, experimentations; but there are dimensions of those phenomena which can be grasped, if at all, only by the insights of the poet and the creative imagination of the novelist (p. vi).

The editors, as might be expected from the point of view expressed in this quotation, place great emphasis on the matter of values. Wisely enough, in this reviewer's opinion, they omit discussion of social science methodology as an abstract topic, although problems of methodology are touched on in many of the selections.

The readings themselves are well chosen. There are one hundred thirty-four of them, gleaned from widely scattered sources in the social sciences and humanities, and, out of respect for a difficult but superb editorial job, this reviewer foregoes the customary practice of suggesting additions of his own. Suffice it to say that the book presents some of the world's best writings on social matters.

The editors of *An Introduction to Social Science* are to be congratulated on a first rate piece of work, and Lippincott, the publisher, for undertaking the publication of a big book in a highly controversial field.

BLAINE E. MERCER

University of Colorado

Series of 36 Wall Maps

Size 44" x 38" In color

- WA1** Spread of Western Civilization
- WA2** Beginnings of Civilization
- WA3** Early Mediterranean Cultures
- WA4** Later Mediterranean Cultures
- WA5** Europe in the Middle Ages
- WA6** Age of Discovery, 1492-1580
- WA7** Spanish Exploration, 1492-1610
- WA8** Early Indians and their Culture
- WA9** Exploration, Colonization, 1580-1750
- WA10** Colonial Grants
- WA11** Colonial Development, 1690-1774
- WA12** Struggle for a Continent, 1689-1800
- WA13** War for Independence, 1775-1783
- WA14** Union and Unity
- WA15** National Expansion to 1819
- WA16** Early Westward Movement, 1763-1829
- WA17** United States in 1821
- WA18** Latin America to 1830
- WA19** Growth of United States, 1776-1853
- WA20** Mexican War, Territorial Adjustments
- WA21** Development of Transportation, 1829-60
- WA22** Secession, 1860-1861
- WA23** War between the States, 1861-1865
- WA24** National Recovery and Growth, 1865-76
- WA25** United States Today
- WA26** Overseas America, 1867-1940
- WA27** European Area in World War I
- WA28** Growth of Population
- WA29** Transportation Systems
- WA30** Land Use and Conservation
- WA31** Farming and Grazing
- WA32** Manufacturing and Minerals
- WA33** European Area in World War II
- WA34** Pacific Area in World War II
- WA35** Air-Age World
- WA36** World Today

“OUR AMERICA”

Backgrounds and development

Edited by Edgar B. Wesley

NEW SOCIAL STUDIES SERIES

featuring the following characteristics:

1. Clear presentation of essentials.
2. Important places and events highlighted.
3. "Time-line" for developing "time sense."
4. Synopsis of significant events.
5. Current history in last 12 maps.
6. Study guides for use with maps.

Available separately for as low as \$2.00 per map

Write for illustrated circular H6c

DENOYER-GEPPERT Co.

Scientific School Map Makers

5235 Ravenswood Ave.

Chicago 40, Ill.

INNOVATION, THE BASIS OF CULTURAL CHANGE. By H. G. Barnett. New York: McGraw-Hill Book Company, 1953. 462 p. \$6.50.

Not only social studies teachers, but a sizeable minority of the educated public, as well, know that one of the long-time goals of all social science thinking since Comte is planned cultural change. Not only social scientists but historians and philosophers also have sought the laws of human progress and evolution. In our time, sociologists like Ogburn, Hart, Odum and others have offered suggestions about the planning of our social institutions.

The author of *Innovation* is an anthropologist, and his book is a detailed and technical analysis of the processes by which men devise new additions to their culture. Although theories of culture mechanics receive necessary attention, the emphasis throughout is upon innovation chiefly as a mental (i.e., psychological) process, experienced by everyone, not only in advanced civilizations but in primitive cultures as well. Not a little of the scholarly documentation and proof are taken from ethnological studies of preliterate in contact with European civilization.

Part one describes the cultural basis for innovation; part two analyzes general incentives for change, in terms of human needs and their modifications. Part three is devoted to a general consideration of innovative processes; part four considers the circumstances and conditions of acceptance and rejection of new ideas in human societies. The author is consistent in his utilization of an approach that is neither historical nor statistical. Innovations ("any new idea") are not studied in their combinations as the inventions, technological or other, on which our culture places such high values. The aim is, in the words of the author, to consider processes rather than substance, universals rather than singularities. Thus the book consists of an attempt to formulate a general theory of the nature of innovation in terms of the prerequisite reaction patterns, or needful conjunction of psychological processes. The conditions favorable or unfavorable to discovery and invention are regarded as having both social and personal determinants, and these are, in this treatment, conceived as the focus of study and the origins of climates conducive to socio-cultural change.

Two New Social Studies Texts For the Modern High School



GOVERNMENT IN THE UNITED STATES

By FLICK-SMITH

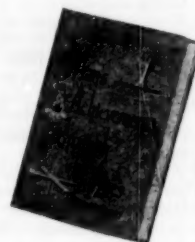
A new American government text. Shows the structure and functions of our national, state, and local governments. Develops respect for and a determination to maintain our form of government.

MAN'S ACHIEVEMENTS THROUGH THE AGES

By HABBERTON-ROTH

A new world history text which can be read and understood. Events and relationships between various events are carried through a logical sequential development, with emphasis placed on the growth and achievements of man.

Write for descriptive circulars



LIDLAW BROTHERS

Chicago 6, Ill. Summit, N.J. Palo Alto, Calif. Dallas 1, Texas Atlanta 3, Ga.

While this point of view would seem strange to most students of the sociology of invention and of cultural change, Barnett makes a well-documented case for his position. Some increase in clarity would probably have been obtained by attention to the sociology of knowledge as a framework for ordering the data. This conceptual tool has been used successfully in ideological analysis, particularly by European sociologists, and would have served this author well, particularly in his consideration of the factors making for the acceptance and rejection of innovation.

MYRON F. LEWIS

American University
Washington, D.C.

Publications Received

- Burns, William A. *A World Full of Homes*. New York: McGraw Hill Book Co., 1953. 120 p. \$2.50.
Canton, Nathaniel. *The Teaching Learning Process*. New York: Dryden Press, 1953. ix + 339 p. \$2.90.
Cohen, Morris Raphael. *Reason and Nature*. Glencoe, Ill.: The Free Press, 1953. xxiv + 470 p. \$6.
Dimond, Stanley E. *Schools and the Development of Good Citizens*. Detroit, Michigan: Wayne University Press, 1953. xii + 215 p. \$3.50.
Fainsod, Merle. *How Russia Is Ruled*. Cambridge, Mass.:

- Harvard University Press, 1953. xi + 575 p. \$7.50.
Gurion, David Ben. *Rebirth and Destiny of Israel*. New York: Philosophical Library, 1953. 539 p. \$10.
Olsen, Edward G. *The Modern Community School*. New York: Appleton-Century-Crofts, Inc., 1953. xi + 246 p. \$2.50.
Rodick, Burleigh Cushing. *American Constitutional Custom*. New York: Philosophical Library, 1953. xx + 244 p. \$4.75.
Roemer, Lawrence. *Brownson on Democracy and the Trend Toward Socialism*. New York: Philosophical Library, 1953. xvi + 173 p. \$3.75.
Ross, E. J. *Basic Sociology*. Milwaukee, Wisconsin: Bruce Publishing Co., 1953. viii + 424 p. \$4.
Saenger, Gerhart. *The Social Psychology of Prejudice*. New York: Harper and Brothers, 1953. xv + 304 p. \$4.
Shannon, A. H. *The Racial Integrity of the American Negro*. Washington, D.C.: Public Affairs Press, 1953. 262 p. \$3.25.
Smith, Augustus H. and Patterson, S. Howard. *Economics For Our Times*. New York: McGraw-Hill Book Co., 1953. xii + 534 p. \$3.72.
Somerens, Liesje Van. *The Young Traveler in Holland*. New York: E. P. Dutton and Co., 1953. 224 p. \$3.
Stendler, Celia Burns and Martin, William E. *Intergroup Education in Kindergarten-Primary Grades*. New York: The Macmillan Co., 1953. xii + 151 p. \$2.50.
Trease, Geoffrey. *The Young Traveler in England and Wales*. New York: E. P. Dutton and Co., 1953. 223 p. \$3.
Vance, Marguerite. *The Jacksons of Tennessee*. New York: E. P. Dutton and Co., 1953. 181 p. \$2.75.
Wagley, Charles. *Amazon Town*. New York: The Macmillan Co., xi + 305 p. \$5.

NEW

JANUARY 1954

Text that Instills Patriotism
while Teaching History—

THE UNITED STATES

STORY OF A FREE PEOPLE

by Samuel Steinberg

Chairman of Social Studies and Teacher of American History
Stuyvesant High School, New York City

The effect of the patriotic fervor infused in this book has been proved in the teaching of American History to thousands of high school students for many years.

In terms to which high school students quickly respond and easily comprehend, the book motivates an awareness of American Citizenship and the value of character building. It brings out the spiritual and moral values inherent in the growth of our country.

DRAMATIC STYLE—*The author writes in a dramatic style, keeping the student's interest at a high pitch.*

USE OF COLOR—*64 brilliant full-color pages stand out among the book's many striking illustrations.*

END-OF-CHAPTER STUDY AIDS—*Summaries, lists of chapter highlights, questions, graded projects for individuals and groups, bibliography, and pictorial review (including audio-visual aids).*

WORKBOOK—*Accompanying Workbook uses four types of exercises: 1. Informational (questions on text); 2. Map Concepts (questions on maps); 3. Interpretation of graphic materials; and 4. Thought Processes (in the form of "brain teasers").*

EXAMINATION COPIES AVAILABLE

ALLYN AND BACON, Inc.

BOSTON 8
ATLANTA 3

NEW YORK 11
DALLAS 1

CHICAGO 16
SAN FRANCISCO 5

★ Outstanding Heath Social Studies Texts ★★★★★★★★★★

THE RECORD OF MANKIND

ROEHM
BUSKE
WEBSTER
WESLEY

A well-organized world history presenting an over-all picture of man's progress. The new material on the postwar period serves as an excellent background to an understanding of today's world problems. Superlative text, maps, format, and illustrations. *Teacher's Manual* and *Pupils' Study Guide*.

FROM COLONY TO WORLD POWER

HAMM

A History of the United States. This balanced survey prepares students for intelligent citizenship. The text deals with foreign policy as well as domestic affairs, and stresses the social, economic, and political effects of historical events. Illustrated. *Teacher's Manual* and *Activities Notebook, Revised*.

OUR CHANGING SOCIAL ORDER, 4th ed.

GAVIAN
GRAY
GROVES

This textbook shows students how to use the principles of sociology, psychology, and mental hygiene in daily living. It shows that the maladjustments of society are within human control, and stresses the development of the experimental attitude. Many halftone illustrations and diagrams. *Teacher's Manual* and *Students' Guidebook*.

AMERICAN PROBLEMS TODAY

RIENOW

The author treats contemporary problems realistically, challenging students to think for themselves. This book brings debates and arguments from the public forum into the classroom. The text emphasizes the rise of organized groups in which individuals work together to solve national and local problems. Carefully detailed tables, time lines, charts, and abundant illustrations.

AMERICA—LAND OF FREEDOM, 2nd ed.

HARTMAN
BALL
NEVINS

From the *History on the March Series*. The second edition of this book is unusually attractive in format, typography, content, and illustrations. While primarily a social history, the text also gives adequate treatment of political and economic events. Students gain an understanding of what it means to be an American. *Teacher's Guide* and *Pupils' Progress Book*.



**D. C. HEATH
AND COMPANY**

Sales Offices: New York 14 Chicago 16 San Francisco 5
Atlanta 3 Dallas 1 Home Office: Boston 16